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ABSTRACT

Designed as a guide for instructors in Lincoln County, Oregon Adult Basic Education (ABE) and English as a Second Language (ESL) programs, this reading manual attempts to assist in the diagnosis and remediation of student reading problems. Introductory sections provide information on the development and use of the manual, and on the philosophy and goals of the ABE-ESL program and objectives for readers at the 0-3 grade levels and 4-5 grade levels. The next section presents an introduction to the assessment of reading skills, including information on the use of various reading tests, instructor and student preparation, steps for diagnostic procedures, and basic reading skill areas. The purpose of the next section is to show how materials chosen for the ABE-ESL program relate to the program's objectives, and to describe how the materials are used to remediate specific skills. Next, the manual discusses several unconventional approaches to remedial instruction, including the multi-sensory approach, neurological impress method, glass analysis, and cloze procedure. In the next section, records and forms to help the teacher assess student progress and the effectiveness of instructional methods and materials are discussed. After discussing two readability formulas, the manual provides a sample of teaching aids, including a list of paperbacks, vocabulary methods for visual and auditory learners, a series of word lists, pronunciation hints, 15 principles of teaching word identification, instructions for building sight vocabularies and using language experience with adults, and a glossary. (LAL)

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ABE/ESL Reading Manual

a guide for Lincoln County Instructors

JC 850 146

READING MANUAL
ABE-ESL

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INTRODUCTION

At the 1982 ODSO Conference, Becky Johnen presented the CARE Reading Manual, funded by a federal grant and prepared by her and her ABE/GED colleagues at Blue Mountain Community College. Members of the Lincoln County - LBCC ABE-GED Staff heard her and were impressed with the CARE outline of diagnostic and remediation techniques.

As a result, we applied for and received a grant to improve and unify procedures for teaching reading county-wide. Our reading manual incorporates much of the CARE manual, and each page so borrowed is noted. We felt it was unnecessary to "recreate the wheel," and we appreciate being able to use as much of CARE as we have.

Our manual differs in the materials section. In view of budgetary considerations, we have used primarily materials we already have on-site, adding some new materials suggested in CARE.

We are indebted to many people for their help in preparation of this manual. Special thanks to Becky Johnen for her invaluable advice and assistance, and to Pat Amsberry, Director at Blue Mountain Community College. We also want to take this opportunity to thank the following people, without whose help the project would not have been completed: Don Lindley, Director of Community Education for Lincoln County; Marcia Truman, ABE/GED Director, LBCC:

Introduction, continued

Dr. Wayne Haverson, Director of Post-Secondary Education, OSU; Dr. Robert Clausen, Director of Community College Instructional Services, ODOE.

PREFACE

The LBCC-Lincoln County ABE programs serve four areas in Lincoln County. These include Lincoln City to the north; Newport, mid-county; Toledo, east county; and Waldport, south county. The Adult Basic Education program serves students who have not completed high school who are 16 years or older. Students who have gone through a dual-enrollment procedure can attend both high school and the GED program. We chose to model our reading manual on the CARE reading program because it also serves a rural population, and its centers are also some distance apart. Our goal is to coordinate our efforts in presenting like diagnosis and remediation at all ABE sites. The reading manual we have created is to serve as a guide for each instructor at his/her site. As it is presented here, the manual will always be open to revision and updating. Its purpose is to help teachers to better diagnose and remediate the reading problems of their students. Ultimately, it is hoped that the manual will assist instructors and students in reaching their goals.

PHILOSOPHY AND GOALS

1. Individuals have different potentials for growth and self-fulfillment.
2. Our ABE-ESL programs are designed to help adults who have substantial lack of skills to obtain or retain employment commensurate with their potential ability.
3. Our program is designed to provide instruction to those individuals seeking help to cope in today's society.
4. A positive-oriented atmosphere must be provided for learning, with one-to-one instruction, when needed and necessary.
5. Appropriate standards of performance must be maintained and documented, but with as much flexibility as possible.
6. Our primary goal is to enhance the student's self-concept by helping him/her be a successful learner and achieve the goals he/she set out to accomplish.

HOW TO USE THIS MANUAL

This manual is to serve as a guide to the ABE teacher, experienced or inexperienced in diagnosing and remediating the reading skills of his/her students. The manual, with tabulated sections, allows for quick access to specific areas of reading assessment. The levels dealt with here are from zero to five. The objectives are broken down into two sections. These include levels 0-3 and levels 4-5. The decision to go to level five was based on our pre-GED materials, Building Basic Skills in Reading, I and II that begin at level five. At that level, the student is introduced to ABE materials that can lead to a GED. The objectives for these levels are taken from the CARE Manual, and are listed on pages 8 - 14 of this manual.

ABE classes will be using Mott Basic Language Skills (1300-13004) and the STAR (Structured Tasks for Adult Learners) Books 1-4, in teaching word attack skills, as well as Books 1, 3, 5, 7 of The Sound Reading System to teach decoding and word attack. The book Word Attack by B. Schweitzer and H. Aarons will also be used. The Mott Basic Language Skills, Comprehension Series, as well as EDL Reading Strategies will be used to teach comprehension. Life skills will be taught through Laubach Books, Oregon Survival, and other books listed in the remediation section. We tried to use as many materials as possible

that we already had on hand in all areas. There is also a separate section on ESL (English as a Second Language). The ESL program is now part of the ABE program and we have several students who are at various stages of English proficiency. The ESL section begins on page 45 of this manual.

Students will be assigned books based on the Britton Informal Diagnostic Reading Instruments and The Criterion Test of Basic Skills. If a student falls below the third grade level, he/she will be given tests for The Sound Reading Program, or the Reading Skills Inventory. The first test places the student either in STAR One or Two, or the Mott series. The section on diagnosis explains the testing procedures on page 17. The remediation section suggests specific materials to be used with students with specific skill deficits.

A section on teaching reading in general and specific remedial techniques on pages 48 - 55 is included so the instructor will be familiar with the sequence of reading skills taught, as well as special techniques to use with students who have difficulty learning.

Sample record keeping forms, developed from forms used at Blue Mountain Community College, are included on page 56-61. These have been adapted for our own use. "These are intended to help the instructor develop a consistent method of noting the student's progress, as

well as providing a degree of accountability."* Both student and teacher need to be aware of the progress the student is making, with what he is succeeding and what areas still need improvement.

Functional readability formulas are included on pages 63-65 so the instructor can determine the reading level of any given material. It is suggested that each instructor have a Fry Readability Calculator, sold through the Jamestown Publishing Company, or the OSU Bookstore. This device makes calculating readability practically painless. Our program also has access to the Apple 2E Readability Formulas, so if in doubt, send three 100-word samples to the Newport Center, and a readability check can be run on any material you want verified.

A glossary is included, from the CARE Manual, to help clarify technical reading terms.

*Becky Johnen, CARE, Blue Mountain Community College.

OBJECTIVES - Introductory Readers, Level 0-3

GOAL: Provide adult with basic decoding and word recognition skills

The adult should be able to:

I. Identify sight/survival words in context

II. Follow the left-to-right sequence

III. Identify and form letters of the alphabet

IV. Distinguish consonant sounds

A. in initial/medial/final positions

B. irregularities

1. c-s; g-j
2. consonants with several sounds (s = s, z)
3. unique pronunciation (ph = f, qu = kw)
4. silent (wr, kn, sc, gn, ps, pn, mb)

C. blends

1. s as first letter (sp, st, sk, sw, sn, sc, sm, sl)
2. r as last letter (br, cr, dr, fr, gr, pr, tr, scr, str, spr)
3. l as last letter (bl, cl, fl, gl, pl, sl, spl)
4. w as last letter (dw, sw, tw)

D. digraphs (ph, sh, ch, th, wh)

E. digraphs blends (sch, chr, shr, thr)

V. Distinguish vowel sounds

A. long vowels

B. short vowels

C. varying vowels

1. digraph (ea, ee, ie, ei, ai, ay, au, aw)
2. oo and oo

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3. diphthongs (oi, oy, ou, ow)
4. controlling r

VI. Use word structure clues

A. compounds

B. root words

C. prefix and suffix

D. inflectional endings

E. plurals

F. contractions

VII. Comprehend what is read

A. literal comprehension

1. reading for facts/details/information
2. reading conversation

B. interpretation

1. choosing a title
2. reading for main idea
3. reading for important facts/supporting ideas/details
4. making inferences
5. drawing conclusions
6. predicting what comes next
7. comparing and contrasting
8. using context clues to find word meaning
9. understanding word pictures
10. understanding sensory images
11. interpreting slang
12. understanding character
13. interpreting feelings
14. reading for plot
15. reading for tone
16. finding author's message
17. understanding setting
18. reading biography
19. reading fables
20. reading short stories
21. reading fiction
22. looking for clues to a mystery

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C. organization

1. reading for sequence of events
2. reading for cause and effect
3. summarizing
4. discovering the organization of a story
5. locating main ideas for an outline
6. completing an outline
7. organizing information
8. making charts to show relationships

D. evaluation

1. fact and opinion
2. fact (reality) and fantasy
3. recognizing what is real and what is imagined
4. understanding methods of persuasion

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OBJECTIVES - Basic Readers, Level 4-5

GOAL: provide adult with skills necessary to read and comprehend reading material and/or leisure material

The adult should be able to:

I. Use syllabication principles to decode multi-syllabic words

- A. each syllable must have a vowel and a single vowel can be a syllable
- B. the root or base word is a syllable and is not divided
- C. suffixes and prefixes are syllables
- D. suffix -ed, if preceded by a single -d or -t usually forms a separate syllable
- E. if the first vowel in a syllable is followed by two consonants, the syllable ends with the first consonant (pen/cil)
- F. if the first vowel in a syllable is followed by only one consonant, the syllable ends with a vowel (a/maze)
- G. if a word ends in -le, the consonant just before -l begins the last syllable (ta/ble)
- H. the letters -ck go with the preceding vowel and end the syllable (chick/en)
- I. blends and digraphs are not divided
- J. in words which have -es (or -ies) in their plural form, the -es and -ies make a separate syllable (inch/es)

II. Understanding accenting

III. Understand how prefixes and suffixes affect the meanings of words

IV. Understand synonyms, homonyms, and antonyms

V. Arrange words in alphabetical order

VI. Utilize the dictionary

VII. Utilize the context of material to decode words

VIII. Comprehend what is read

A. literal comprehension

1. reading for facts/details/information

B. interpretation

1. reading for main idea
2. reading for important facts/supporting ideas/details
3. making inferences
4. drawing conclusions
5. predicting what comes next
6. comparing and contrasting
7. using context clues to find word meaning
8. understanding sensory images
9. understanding character
10. interpreting feelings
11. reading for plot
12. reading for tone
13. finding author's message
14. understanding setting

C. organization

1. reading for sequence of events
2. reading for cause and effect
3. summarizing

D. evaluation

1. fact and opinion
2. understanding methods of persuasion

IX. Follow written directions

A. labels

B. applications and forms

X. Read for information

A. magazines

B. newspaper

C. telephone book

D. bank and/or official documents or contracts

E. pamphlets or other on careers, consumer education, social rights, and responsibilities

F. catalogues

XI. Cope with survival reading situations

A. safety signs (stop, do not enter)

B. directional indicators (exit, enter)

C. emergency information (fire department)

D. household (hot, cold)

E. medical terms or instructions on bottle and cans

F. consumer terms (dairy products - eggs, milk, cheese, etc.)

G. road signs

H. schedules

I. charts, graphs, maps

J. menu

XII. Develop competencies in basic life skills

A. community resources

1. using the telephone
2. using highway and city maps
3. transportation
4. public agencies

B. consumer education

1. housing needs
2. shopping
3. budget

4. automobile
5. personal possessions
6. banking services
7. advertising techniques
8. credit
9. weights and measures
10. insurance

C. government and law

1. government agencies
2. government services
3. structure and function
4. legal rights
5. voting
6. taxation
7. legal documents

D. health

1. public health facilities
2. public health officials
3. health and safety
4. physical health
5. health insurance
6. identify ailments
7. first aid

E. occupational knowledge

1. home repair materials/equipment
2. wages
3. unions
4. apply/maintain job
5. work safety procedures

DIAGNOSIS

Introduction

Adults enter the ABE program "with a variety of reading problems."* Appropriate testing is essential in order to diagnose a student's skill and lack of skill in reading. Once the instructor understands the student's strengths and weaknesses in reading, he/she can prescribe materials that will help the student improve the weaknesses and add strength to the skills that are already strong.

In the LBCC-LCSD program, students are evaluated when they enter the program and before they exit. Their progress is also monitored daily with word recognition and comprehension tests, either from their reading material or by tests devised by the instructor.

Indluded in this section is information on how to use the following instruments:

1) ABE-GED Entrance Form, adapted from the Blue Mountain Community College (page 16).

2) Britton Informal Diagnostic Reading Instruments, Oregon State University - an informal inventory consisting of a word recognition test, phonic check test, and graded reading passages.

3) Sound Reading Program, Pretests 1,3,5,7 - These tests determine what words the student knows by sight, as well as his auditory and visual discrimination of vowel sounds.

4) Reading Skills Inventory - This tests the student's ability to form upper and lower case letters of the alphabet, write numbers on a clock, match letters

*Becky Johnen, CARE, Blue Mountain Community College

of the alphabet that are alike, distinguish auditorally beginning and final consonants; the ability to match words with pictures; and word attack skills, as well as those words known at sight. (If the Britton Phonic Inventory has been used prior to giving the Reading Skills Inventory, skip the section on consonant sounds.) Students can be placed in the Mott series and STAR I and STAR II with this test.

5) Criterion Test of Basic Skills, Academic Therapy - This device assesses phonetic and word attack skills according to frustration, instructional and mastery skill levels.

6) EDL Entry Level Guides, EDL-Arista - This test places the student in EOL materials.

DIAGNOSIS

Instructor Preparation

I. Entry Form

A. If a student has difficulty with sections A or B of the Entrance Form, or says directly that he/she has difficulty reading, give the Britton Word Recognition Test (Start the W/R test at level A. We have found that the grade completed is rarely commensurate with the student's reading ability).

II. Britton Informal Diagnostic Reading Instruments

A. See Steps for Diagnostic Procedures on page 20 of this manual.

B. Read pages 3-19 to get an overview of an Informal Reading Inventory.

C. Read pages 23-27 to understand how to give a word recognition test.

D. Read pages 153-165 to become familiar with the oral reading passages for adults.

E. Read pages 169-179 to become familiar with phonic inventory.

Comments: We agree with the Care Committee's recommendation of using the Criterion Test of Basic Skills Reading as a phonics survey, because it combines both the visual and auditory methods on three sections. The Britton tests a student's auditory ability alone, and if the student is not an auditory learner, his/her real abilities won't be tested. However, we agree that both inventories have value, so the ABE instructor needs to decide which one best meets his/her goals.

III. Criterion Test of Basic Skills

A. A student needs to be administered this test if he/she tests at third grade level or below on the Britton W/R test. This is an all-inclusive test of letter and sound identification, both visual and auditory. It also tests letter sequencing and many phonic principles. The scoring is self-explanatory. Become familiar with the test, found in the "tests" section of this manual.

Comments: Although the CARE manual states that this test takes fifteen minutes to administer, someone who is not accustomed to giving the test may find that it takes longer. For that reason, the teacher may want to give only a portion of this test at one sitting. The decision on how much time to spend on this test will be left to the discretion of the instructor.

IV. Sound Reading Program

A. If a student scores at third grade level or below on the Britton Word Recognition test, the first placement test of this program can be administered, or the Reading Skills Inventory described below. The tests that deal with decoding in this system are 1, 3, 5, and 7. The scoring of the tests is given in the test section of the guide, page 23. The tests correspond to books of the same number.

Comments: This reading system is accompanied by tapes. The main advantage of this system is that it frees the teacher to work with other students while the student works independently. Please note in the teacher's guide for this program that there are some words the student needs to know by sight before he/she begins the program. Refer to the Sound Reading Teacher's guide in the "tests" section of this manual.

V. Reading Skills Inventory - see teacher's guide in "tests" section of this manual, page

A. This teacher-devised test is a combination of two tests: the STAR I and II pre-test and the Mott Placement Test. If a student misses part of the first three questions, he/she will start in STAR I. The other pages of the test coincide with Mott books. (The numbers are at the top of each page on the test.) When a student has made two errors on any page, the instructor stops the testing and begins the student in the book number indicated at the top of the page. Diagnosis of student errors on this test will indicate if further testing for STAR Books III and IV are needed. The Criterion Test of Basic Skills and this test should give the teacher enough information to place the student in the appropriate STAR book and Mott book.

VI. EDL Entry Level Guides - located in "tests" section of this manual, page

A. Pages 1-5 of the examiner's manual provide a description of the test, how to administer it, information on entry levels, and how to determine the levels. Page six gives an answer key for the entry level guides.

B. Preview pages 1-9 of the examiner's manual to acquaint yourself with the IRI for level RA. The IRI consists of a vocabulary list and one reading selection.

C. Preview each entry level guide to become familiar with the format and content of the guides. There is one guide for levels AA-CA and one for levels DA-FA.

Comments: The Britton may be used as a criterion for placing the student in EDL materials.

VII. Word Attack, an individualized approach

Comments: This is a study book, rather than a testing device. However, each chapter includes a pre-test on the word attack skill to be studied. Although beginning readers may be tested on a variety of these skills via a tape recorder, it is important to note that the student ought to demonstrate some proficiency in reading before being put in the book. The introduction to each chapter is not on tape. The student is expected to read it independently. The student is also expected to read, independently, the directions to many exercises. For these reasons, it is suggested that a student reading below a fifth grade level be placed in a STAR book or an appropriate Mott book.

Adapted from CARE, Blue Mountain Community College.

STEPS FOR DIAGNOSTIC PROCEDURES: ABE-GED LINCOLN COUNTY-LBCC

1. TEACHER GIVES STUDENT THE GRADED ENTRANCE FORM TO COMPLETE.

2. IF STUDENT HAS DIFFICULTY WITH PART A OR B, ADMINISTER THE "BRITTON W/R TEST" OR THE "BOTEL WORD OPPOSITES" TEST. STUDENTS ABLE TO COMPLETE THE FORM WITHOUT DIFFICULTY WILL BE GIVEN ONLY THE "BOTEL".

3. IF STUDENT SCORES BELOW THE FIFTH GRADE LEVEL ON THE "BRITTON" OR THE"BOTEL","THE CRITERION TEST OF BASIC SKILLS" SHOULD BE GIVEN, AND/OR "THE BRITTON PHONICS TEST".

4. ESTABLISH READING SKILLS VIA THE "BRITTON IRI", OR THE "READING SKILLS INVENTORY" (A TEACHER MADE TEST COMBINING STAR AND MOTT MATERIALS), OR THE "EDL ENTRANCE GUIDE TESTS", (AA-CA).

5. GIVE THE STUDENT A HEARING CAPACITY TEST USING THE "BRITTON IRI", OR THE WORD OPPOSITES TEST.

6. RECORD INFORMATION ON SUMMARY FORM.

7. RECORD LONG AND SHORT TERM GOALS ON DATA SUMMARY FORM.

8. DEVISE DAILY LESON PLAN WITH METHODS AND MATERIALS TO BE USED.

9. RECORD PROGRESS ON STUDENT'S ASSIGNEMENT FLOWCHART AND DAILY LESSON PLAN SHEET.

TESTS

The following tests are included so the instructor will be familiar with the assessment devices used. The teacher's guides are also included.

1. ABE Entrance Form
2. Britton Word Recognition Test
3. Britton Comprehension Tests for Informal Reading Inventory Levels
4. *Britton Phonics Test
5. Criterion Test of Basic Skills
6. Reading Skills Inventory
7. Sound Reading Tests (1, 3, 5, 7)
8. EDL Entry Level Guides

* Dr. Gwyneth Britton has given us permission to copy the script to her Phonics Test pp. 175 through 178 from her book, The Britton Informal Diagnostic Reading Instruments, Britton and Associates, Inc., 1981. The copy is to be used only once for the purpose of training ABE teachers in Lincoln County in the use of the phonic inventory.

Due to budgetary concerns and copyright laws, we did not choose to publish the assessment devices that we will be using in our Reading program. However, the addresses and costs of these instruments are listed below.

Britton Informal Diagnostic Reading Instruments: Dr. Gwyneth Britton, Fourth Edition, 1981, Britton and Associates, Inc. Costs: $8.00. This book may be purchased from Oregon State University Bookstores, Inc., Corvallis, Oregon. This manual includes elementary and adult informal reading inventories, word recogntion tests and a phonic inventory as well as detailed instructions on how to administer all assessment devices in the book.

Criterion Tests of Basic Skills: Kerth Lundell, MA, William Brown, PHD, James Evans, EDD, Academic Therapy Publications, 20 Commercial Blvd., Novato, CA. 94947-6191. A specimen set (Manual and sample forms) 154XS is $12.00. This criterion-referenced assessment of reading skills for individual students assesses basic academic skills in the following areas: letter recognition, letter sounding, blending, sequencing, special sounds, and sight words.

Reading Skills Inventory: This is a teacher-made tests and a sample of the test can be obtained through: Anne Stangeland, LBCC-Lincoln County School District, 169 SW Coast Hwy., Room 4, Naterlin Community Center, Newport, Oregon 97365. The test assesses a student's ability to print the alphabet, sequence numbers on the face of a clock, match words with pictures and pronounce words with short and long vowel sounds. Via this test a student can be ploed in structured tasks for adult learners (1 or 2) and/or a Mott Book.

Sound Reading Tests: These assessment tools came with a program called The Sound Reading Program. As far as we can determine, the company that produced the program is no longer in business. The tests place the student in one of eight books, that begin at preprimer level and go through third grade level. These tests are only useful to a program that has this system.

EDL Entry Guides - AA-CA (1.5-4.5): 319021-7 25 copies $22.25. EDL Division Arista Corporation, 2440 Estand Way, PO Box 6146, Concord, CA 94524 - 1984 catalog. This test places students in EDL materials at the grade levels indicated. We will use this guide to place students in "Reading Strategies" and "Language Clues".

ENTRANCE FORM FOR ABE-GED LINCOLN COUNTY-LBCC

A. PRINT YOUR ANSWERS TO THE FOLLOWING:

WHAT IS YOUR NAME? _____
Last First

WHERE DO YOU LIVE? _____
Number and Street

_____
City State Zip

DO YOU HAVE A PHONE? _____ WHAT IS THE NUMBER? _____

WHEN IS YOUR BIRTHDAY? _____ WHAT IS YOUR AGE? _____

WHERE WERE YOU BORN? _____
City State

B. WHAT WAS THE LAST GRADE IN SCHOOL YOU COMPLETED? _____

WHAT SCHOOL DID YOU ATTEND? _____

ARE YOU EMPLOYED? YES _____ NO _____

ARE YOU A VETERAN? _____

HOW DID YOU FIND OUT ABOUT THIS PROGRAM? _____

SIGNATURE: _____ DATE _____

MALE _____ FEMALE _____

WHAT IS YOUR SOCIAL SECURITY NUMBER? _____

IF YOUR MAILING ADDRESS IS DIFFERENT FROM THE ADDRESS WHERE YOU LIVE, PLEASE LIST IT BELOW:

_____

DO YOU LIKE TO READ? YES _____ NO _____

WHAT DO YOU READ? BOOKS ____ MAGAZINES ____ NEWSPAPER ____ ADS IN

NEWSPAPERS ___

WHAT DO YOU DO IN YOUR SPARE TIME? (PLEASE WRITE A PARAGRAPH OF TWO OR MORE SENTENCES)

_____

_____

_____

WHAT DO YOU WANT TO LEARN? _____

_____

_____

DIAGNOSIS

Student Preparation

I. Preparing the Student for Assessment
Purpose: To put the student at ease; to gain rapport with the student.

A. Discuss the student's likes and dislikes.

B. Exchange information with one another.

C. Discuss why the student is in the program and how participation will help him/her.

D. Discuss the importance of proper placement in material.

E. Use words such as "placement" and "skill check"; avoid the use of the word "test."

F. Explain what each assessment device will measure.

II. The Testing Situation
Purpose: To screen incoming students for potential low-level readers.

A. Have student fill out "graded" entry form (see "test" section).

1. A student who experiences difficulty with part A or B should be given a Britton IRI (part A and B range in difficulty from level 1-9, established from the Fry Frequency List).

2. A student who has no difficulty with the entrance form should be given the program's traditional asssessment devices.

B. Administration of Word Recognition Test:
Purpose: To determine frustration, instructional, and independent reading level of student.

1. Use materials from the Britton Informal Diagnostic Reading Instruments (a copy is in the "tests" section of this manual). Needed will be a Word Recognition Test recording form and the graded word lists (refer to "tests" section).

2. Begin W/R test with level A
a. Directions to student: "I would like you to read down this list of words. Look at each

word carefully and then read it aloud. If you can't read it, just go on to the next word. You will notice that I will be writing down some information on this paper. This is necessary so I can help you later. Do you have any questions? If not, let's begin."

3. Continue to give the student word lists until four errors are made on one list. Scoring and interpretation information is found in the test section. Scoring can be done as the test is being given.

4. Scoring of W/R Test:

   a. Independent level = highest level at which one or no words are missed (90-100%)
   Instructional level = highest level at which two words are missed (80-89%)
   Frustration level = highest level at which three or more words are missed.

   b. If a student receives a score of less than 70% on the graded word lists A,B,C,D,E, or F, it is recommended that testing with the Informal Reading Inventory be postponed until both skill level and self-confidence is slightly raised.

   c. A score of 70% or more on levels G or above indicates that the student has adequate decoding skills. The student is ready to be administered the Reading Comprehension section of the Informal Reading Inventory. This should be delayed until the student feels comfortable with the program, the instructor, and his/her skills. Too often incoming students are overwhelmed with having to read aloud the first day. At this point, the instructor may want to end the testing. If the student wants some work, the instructor can give him/her a Mott book, a STAR book, or an appropriate paperback book (level estimated from W/R performance).

   d. Information obtained from the W/R test can be recorded on the Reading Assessment Summary form.

C. Administration of the Criterion Test of Basic Skills
Purpose: To assess phonetic word attack (by both visual and auditory channels)

Comments: Approximate testing time is 10-15 minutes. It may take longer for the inexperienced tester, and it

is recommended that testing be discontinued if the student becomes fidgety, bored, etc., and completed later.

1. Use materials from Criterion Test of Basic Skills-Reading. Needed will be an assessment record and stimulus cards. A set of Dolch or survival words will also be necessary if the sight word section is to be administered.

2. Directions for administration are found on the assessment record.

3. Student responses are recorded directly on the assessment record.

4. Scoring and interpretation directions are given on the assessment record. This can be completed as the test is being given.

5. Begin the test with Section one and continue testing until the student begins performing at a frustration level on two consecutive objectives.

6. Place results from the test on the profile sheet found on the cover of the assessment record.

D. Administration of the Reading Skills Inventory
Purpose: To determine student's ability to form letters of the alphabet, write numbers sequentially, match like letters, discriminate auditorily (beginning and ending consonants), match pictures with words, and have word attack skills

1. Administer Reading Skills Inventory
   a. If the student misses part 1-3 of this test, he/she will be placed in a STAR I book. If the student misses two or more responses on any succeeding page, place him/her in the number of Mott book indicated at the top of the page.
   b. If the Criterion Tests of Basic Skills have been given, it is not necessary to give the auditory test on the Reading Skills Inventory. Information from this test can also be recorded on the reading assessment form.

E. Administration of the Comprehension Section of the IRI
Purpose: To identify comprehension levels (independent, instructional, frustration, listening) of the student.

Comments: Use material from Britton. Adult passages will be used. Samples are in "tests" section of this manual.

It is recommended that this part of the testing be done only after the student has become familiar with the program and instructor. The IRI could be incorporated into a teaching situation and reading lesson.

The starting level for the IRI will be the highest level at which the student scored 70% or higher on the W/R test.

1. Read the general directions to the student (these are on the teacher's copy of the reading selections).
   a. Directions to student: "Today I want you to read some stories or selections to me. First I want you to read the story to yourself and then read a small part of it to me. Later on I will read a few stories to you while you listen. It is important that you remember as much as you can about each story since I will be asking you several questions about each one. You will notice that I will be writing some information down on these papers. This is important so that I may help you later. Now, do you have any questions? All right, let's begin. Listen while I introduce the first story.
2. Present the appropriate selection to the student. (Remember to start where student scored 70% or better on the Britton W/R test)
   a. The instructor reads the motivation statement for the story to the student.
   b. The student reads the whole selection silently.
   c. The student reads the bracketed section orally after the instructor has read the "oral reading motivation" statement to the student (located on the teacher's recording form directly above the selection).
   d. As the student is reading orally, the instructor will record all W/R errors on the recording form. (See page 12 of Britton for coding system for W/R errors; see page 14 for example of recording errors and scoring.)
   e. Read the comprehension questions to the student; score total number of comprehension errors and determine the reading level classification for comprehension performance using the scoring table found at the bottom of the teacher's recording form.

f. Using the table at the bottom of the teacher's recording form, combine the word recognition and comprehension classifications into a single student score (see page 14 for example).
g. Stop testing when the student reaches frustration level (remember, this is less than 90% W/R and less than 69% comprehension).
h. To assess the student's listening ability, the instructor reads aloud to the student the last passage attempted by the student (the one read at frustration level).
i. The instructor will read the motivation statement, the entire selection, and then ask the comprehension questions.
j. The instructor continues to read each selection until the student makes four errors or scores less than 70%.
k. Record the information obtained from this test on the reading assessment summary form (see record keeping, this manual).

F. Administration of the EDL Entry Guides (optional)
Purpose: to determine the student's starting level in the EDL Reading Strategies series.

1. Use material from the EDL Entry Guides. Needed will be guides AA-CA. Approximate testing time is 40 minutes.

2. Directions for the administration are found in the examiner's manual, pages 1-4.

3. Present the appropriate entry level guide to the student.
   a. If the student's initial testing score (from the Britton or other devices uses) is in the range 2.1 to 4.5, use entry level guide AA-CA.
   b. If the student's initial score is in the range 4.6 to 7.5, use entry level guide DA-FA.

4. Directions for the student are contained in each guide.

5. Directions for the instructor to give to the student are in the examiner's guide, pages 2-3.

6. The student may record his/her answers in the test booklet or on an answer form.

7. An answer key for the entry level guides is found on page 6 of the examiner's manual. (Pages 2-3

in the examiner's manual provide a set of directions to use when students are answering in the test booklets and another set of directions when students are answering on answer sheets.)

8. Scoring and interpretation directions are found on pages 4-5 of the examiner's manual.

9. Place results from the test on the prescription guide found on the cover of the guide. Record test results on reading assessment form (example in record keeping section of this manual).

G. Administration of the Sound Reading Program
Purpose: to place the student in the Sound Reading Program.

1. If student scores third level or lower on Britton W/R test, begin testing for Sound Reading. Start with Test One of Sound Reading System. Check page 23 of teacher's guide to see how the tests are scored.

2. The student will need to learn some sight words before starting this program. These words are included in the teacher's guide page 6. That guide is included in the "tests" section of this manual.

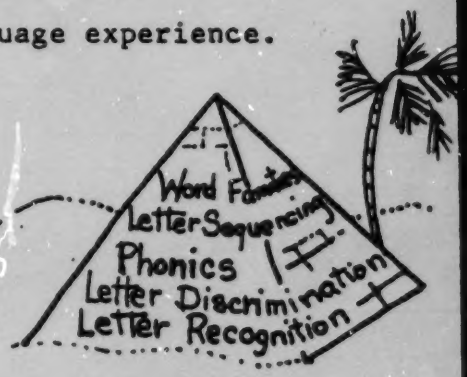
Adapted from CARE, Blue Mountain Community College

AN OVERVIEW OF READING SKILLS

The teaching of reading involves three basic areas. These include decoding, basic skills, and whole language experience. Each of these areas will be explained below.

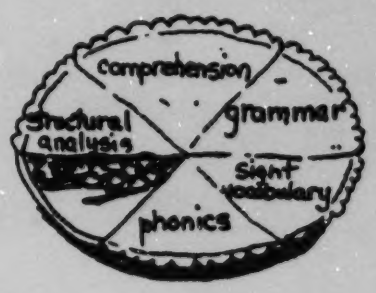
DECODING - This area might be thought of as a pyramid of skills that include:

- Letter recognition
- Letter discrimination
- Association of sounds with letters (phonics)
- Letter sequencing (cat)
- Word families (rat, bat, sat, etc.)



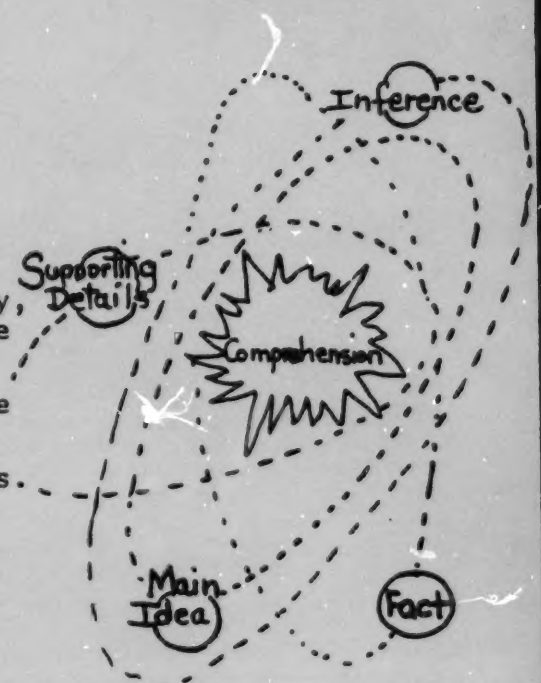
BASIC SKILLS - This area may be thought of as a pie. Each piece helps make the whole that builds on the decoding skills learned.

- Building on sight vocabulary through reading material assigned student and word lists (Dolch, Fry, survival words)
- Structural analysis - adding endings to words (s, es, ed, etc.); prefixes and suffixes
- Comprehension - understanding what is read



WHOLE LANGUAGE EXPERIENCE - This may be thought of as a solar system, with comprehension being the core planet and other skills serving as satellites.

- Many times the first story the beginning adult will read is an experience story. This utilizes his/her speaking vocabulary, so word recognition and comprehension are assured.
- The student brings meaning to what he/she reads.
- The student understands what he/she reads. Comprehension does not fall below 70%.
- The student continues to improve his/her reading skills by choosing material that is interesting, and by continued word study and use of the dictionary.



Credit: Dr. Wayne Haverson, Post Secondary Education, Oregon State University

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REMEDIATION

Teaching adults to read can be more difficult than teaching children.* Many children are successful in their attempts to learn due to motivation and teacher effort. For too many adults, the situation is different. Because they have not been successful in learning to read, they are not typical learners. Most adults with a history of reading problems do not easily gain meaning from the printed symbol. Time becomes an important factor, because many adults need to read in order to achieve immediate life goals. Also, many adults may be handicapped by a negative self-image in relation to learning. It is critical that instruction is organized in a simple and organized manner, and that it be adult-oriented.

The purpose of this section is to show how materials, chosen for LBCC-LCSD ABE program, relate to the program's objectives (taken from CARE), as well as to describe when each material would be used in remediating specific skills.

Basic program materials include: Mott (Word Attack and Comprehension series); STAR (Structured Tasks for Adult Readers), 1, 2, 3, 4; The Sound Reading Program; EDL Study Guides and supplement, Reading, Vocabulary, and Prediction; and the EDL "Go" series (four paperbacks that contain short stories with comprehension checks that range in difficulty from 1.0 to 5.5).

*Exerpted from CARE, Blue Mountain Community College

REMEDIATION - Level 0-3 Goal: To provide adult with basic decoding and word recognition skills as well as basic comprehension skills.

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
I. Identify sight/survival words in context	I. Teacher packet (Dolch words in phrases, survival words in phrases) p.	I. Student writes own sentences with Dolch or survival words, as well as words he/she wants in sight vocabulary.
II. Follows left to right sequence A. Top to bottom eye movement B. Observing likenesses and differences	II. Teacher packet, page ; Mott 1300, p. 5-7, 18-23; Mott 1300, p. 9-17	II Steck-Vaughn Reading 1100
III. Identify and form letters of the alphabet A. Letter recognition B. Capital letters C. Small letters	III. Mott 1300, p. 24-30; Mott 1300, p. 31-57; Mott 1300, p. 59-87; Mott 300A	III. STAR I; Mt. Hood CC Packet 12 and 13; Mott 1301 (cursive alphabet, p. 58-83).
IV. Distinguish consonant sounds A. Initial position Medial position Final position	IV. A. Word Attack (tape 1) pre-test, p. 3-4; Word Attack (tape 1) p. 5-12; post-test, p. 13 (tape 1)	IV. STAR I: Mott 300A, p. 4-24; Mott 1300, p. 1-53 (initial consonant); Mott 1300, p. 53-55 (final consonant); Mt. Hood CC 15-16 (initial), 17 (medial), 15 (final).
B. Irregularities 1. c,g,s,x, and silent consonants	B. 1. Word Attack pre-test, p. 21 (tape 2), p. 21-31 (tape 3).	1. Mott 1303, p. 1-29 (c,k,ck)
2. consonants with several sounds	2. Word Attack, p. 32-33 (tape 2)	2. STAR II, p. 74-89; Mastery test, p. 90-91 (c,g)
3. unique pronunciation (qu=kw)	3. Word Attack, p. 35 (tape 2)	3. Mott 1303, p. 139-153
4. silent (wr, kn, sc, gn, ps, pn, mb)	4. Word Attack, p. 35-38 (tape 2)	4. STAR III, p. 96-121; Mt. Hood CC packet 17
5. final consonants (ft, ct, lf, lm, lt, lp, adding -ing)	5. Mott 1303, p. 30-43	
6. final consonants (nd, nt, pt, sk, st, adding -ing)	6. Mott 1303, p. 44-60	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
C. Blends		
1. at beginning and end of words	1. pre-test, WA, p. 49 (tape 3, side a)	1. Mt. Hood CC packet 24-26
2. s as first letter (in blend)	2. WA, p. 51, 55-58; Mott 1303, p. 99-110 (also scr, spl, spr, squ, str)	2. STAR II, p. 103-113 (sc, sk, sl, sm, sn, st, sw, scr, spl, spr, squ)
3. r as last letter (in blend)	3. Mott 1303, p. 88-115 (also sh and shr); WA, p. 52	3. STAR II, p. 196-202 (br, dr, fr, tr, cr, gr, pr); Mt. Hood CC packet 14-22
4. l as last letter (in blend)	4. WA, p. 53-55 (tape 3); Mott 1303, p. 88-97 (also bl, cl, fl, gl, pl, sl, spl)	4. STAR II, p. 93-95
5. w as last letter (in blend)	5. WA, p. 54 (tape 3); post-test p. 60-61 (tape 3)	5. Mott 1303, p. 110-111 (sw, tw)
D. Digraphs (ph, sh, ch, th, wh, tch)	D. Pre-test WA, p. 67 (tape 4); Mott 1303, p. 98 (ph)	D. STAR III, p. 2-35; Mastery test, p. 36-38; Mt. Hood CC packet 14-22; Mott 1303 p. 155-157 (tch); WA, p. 76
E. Digraph blends (sch, chr, shr, thr)	E. WA, p. 77 (tape 4); Post-test, p. 78-79 (tape 4)	E. Mt. Hood CC, packet 14-22
V. Distinguish vowel sounds	V.	
A. Long vowels	A. Pre-test, WA, p. 87 (tape 5, side a); WA, p. 88-103; post-test, p. 104-105	A. STAR II, p. 36-70; Sound Reading System, Book I, Lessons 2, 7; Mt. Hood, 17-25
B. Short vowels	B. pre-test, WA, p. 111; WA, p. 112-127; post-test, p. 128-129. STAR II, p. 1-35, including Vowel Mastery Test, p. 71-73	B. Mott 1302--short a, p. 1-33; e, p. 24-58; i, p. 59-84; o, p. 85-118; u, p. 119-146; student check, p. 147-148; Mott 1305, p. 162; Mt. Hood, packet 14.

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
C. Varying vowels		
1. digraph (ea, ee, ei, ai, ay, au, aw)	1. Pre-test, WA p. 137 (tape 7, side a); WA, p. 139-142 (tape 7); Mott 1304 (ea, ee), p. 1-28	1. STAR II, p. 36-70; STAR III, p. 77-83, 87-91; Sound Reading I, Lesson 6 (ay); Mt. Hood 17, 24-26
2. oo and oo	2. WA, p. 143-145 (tape 7); STAR III, p. 84-86	2. Mott 1304, p. 39-51; Sound Reading I, lessons 3, 8
3. diphthongs (oi, oy, ou, ow)	3. WA, p. 145-150 (tape 7); STAR III, p. 59-77	
4. controlling r	4. WA, p. 150-152 (tape 7); Review, p. 154; post-test, p. 155-156 (tape 7); STAR III, p. 39-58, inc. Mastery Test (section C); STAR III, p. 92-95; Final Mastery Test	4. Sound Reading Program 8, Lesson 1-8, 10
VI. Knows common word families	VI. Teacher packet, pages:	M. Sound Reading I, lesson 1,6
A. all E. et I. ell M. ed	A. 7-28 G. 7-20 M. 7-25	N. Sound Reading I, lesson 2
B. at F. in J. ay N. old	B. 7-21 H. 7-33 N. 7-22	H. Sound Reading I, lesson 6
C. it G. an K. ake O. aw	C. 7-22 I. 7-29 O. 7-28	also, Mt. Hood CC packet 14
D. en H. ill L. or P. ub	D. 7-25 J. 7-21 P. 7-30	
	E. 7-21 K. 7-24	
	F. 7-22 L. 7-30	
VII. Uses word structure clues		
A. Compounds	A. WA, p. 167-68	A. STAR IV, p. 27-35
B. Root words	B. WA, p. 168	
C. Prefixes and suffixes	C. WA, p. 168-170	C. STAR IV, p. 75-99; Reading Attainment System 1, Teacher's Manual, p. 24-25
D. Inflectional endings	D. WA, p. 171-174	D. Mott 1305, p. 67-178
E. Contractions	E. STAR IV, p. 44-56; Mastery Tests, p. 72-74	E. Mott 1305, p. 102-104

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
VIII. Comprehend what is read		VIII.
A. Literal comprehension	A.	A.
1. reading for facts/details/ information	1. Reading Strategies AA 1,15,24,28 BA 8; CA 27	1. Sound Reading System Books 2,4,6,8; Mott 301,302; STAR III
2. reading conversation	2. Reading Strategies AA 2	2. Sound Reading System Books 2,3,4,5,6,7,8; Barnell-Loft books, levels A-C
B. Interpretation	B.	B.
1. choosing a title	1. Reading Strategies AA 6	
2. reading for main idea	2. Reading Strategies AA 7,14,21 BA 9,16,27 CA 8,17	2. EDL Go Books People (AA--level 1) Windows (BE--level 2) Images (CA--level 3)
3. reading for important facts/ supporting ideas/details	3. Reading Strategies AA 5,14,21 BA 16 CA 8,17	
4. making inferences	4. Reading Strategies AA 10 BA 1,6	
5. drawing conclusions	5. Reading Strategies AA 29 BA 1	
6. predicting what comes next	6. Reading Strategies AA 4,12,18 BA 11,29 CA 11,22,23	
7. comparing and contrasting	7. Reading Strategies AA 8,17,26	
8. using context clues to find word meaning	8. Reading Strategies CA 21	
9. understanding word pictures	9. Reading Strategies CA 24	
10. understanding sensory images	10. Reading Strategies BA 12,20 CA 15	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
11. interpreting slang	11. Reading Strategies CA 6	
12. understanding character	12. Reading Strategies AA 9,23,24,26,30 BA 4,6,14,24 CA 5,13,27,30	
13. interpreting feelings	13. Reading Strategies AA 12,30 BA [illegible],14,24 CA 10,20,27	
14. reading for plot	14. Reading Strategies CA 10,18	
15. reading for tone	15. Reading Strategies BA 30 CA 10,18	
16. finding author's message	16. Reading Strategies AA 3 BA 8,10,12 CA 27,30	
17. understanding setting	17. Reading Strategies BA 19 CA 10,30	
18. reading biography	18. Reading Strategies AA 25 BA 15,25 CA 1	
19. reading fables	19. Reading Strategies BA 10	
20. reading short stories	20. Reading Strategies CA 10	20. EDL Go Books
21. reading fiction	21. Reading Strategies CA 30	
22. looking for clues to a mystery	22. Reading Strategies CA 3	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
C. Organization	C.	
1. reading for sequence of events	1. Reading Strategies AA 11,16,24,26 BA 5,21 CA 9,30	
2. reading for cause and effect	2. Reading Strategies AA 19,26 BA 2,18,21 CA 5,16,27	
3. summarizing	3. Reading Strategies AA 22 BA 17 CA 26	
4. discovering the organization of a story	4. Reading Strategies AA 24	
5. locating main ideas for an outline	5. Reading Strategies CA 2	
6. completing an outline	6. Reading Strategies BA 13 CA 26	
7. organizing information	7. Reading Strategies CA 26	
8. making charts to show relationships	8. Reading Strategies BA 26 CA 19	
D. Evaluation	D.	
1. fact and opinion	1. Reading Strategies AA 27 BA 7,21,23 CA 28	
2. fact (reality) and fantasy	2. Reading Strategies AA 20 BA 3	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
3. recognizing what is real and what is imagined	3. Reading Strategies BA 22 CA 7	
4. understanding methods of persuasion	4. Reading Strategies CA 29	

REMEDIATION - Level 4-5 Goal: To provide the adult learner with a transition from decoding and reading comprehension exercises to pre-GED material.

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
SIGHT WORDS	Fry's Instant Words: 4th-6th level	Student continues to add words to his vocabulary in journal or notebook
EXPAND VOCABULARY	504 Essential Words; Wordcraft I, II, III	
I. Use syllabication principles to decode multi-syllabic words	I.	I.
A. Each syllable must have a vowel and a single vowel can be a syllable	A. Pre-test, p. 164-165 WA (tape 8); STAR IV, Unit 5, p. 36-37	
B. The root or base word is a syllable and is not divided	B. WA, p. 167-168 (tape 8)	
C. Suffixes and prefixes are syllables	C. WA, p. 168-170 (tape 8)	
D. Suffix -ed, if preceded by a single -d or -t, usually forms a separate syllable	D. WA, p. 171-172 (tape 8)	D. Mott 1305, p. 74, 128, 172; Mott 1306, p. 17, 93 (ly)
E. If the first vowel in a syllable is followed by two consonants, the syllable ends with the first consonant (pen/cil)	E. WA, p. 177-179 (tape 8); STAR IV, p. 38-39	
F. If the first vowel in a syllable is followed by only one consonant, the syllable ends with a vowel (a/maze)	F. WA, p. 179-180 (tape 8)	
G. If a word ends in -le, the consonant just before -l begins the last syllable (ta/ble)	G. WA, p. 181 (tape 8)	G. Mott 1305, p. 175
H. The letters -ck go with the preceding vowel and end the syllable (chick/en)	H. WA, p. 181 (tape 8)	
I. Blends and digraphs are not divided	I. WA, p. 181-182 (tape 8)	I. Mott 1305, p. 52 (th); p. 74, 104 (gh): p. 98 (ph); p. 149-158 (sh)
J. In words which have -es (or -ies) in their plural form, the -es and -ies make a separate syllable (in/ches)	J. WA, p. 185-186 (tape 8); post-test A & B, p. 200 (tape 8)	J. STAR IV, p. 58-59

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
II. Understanding accenting	II. WA, p. 190-191 (tape 8)	II. STAR IV, p. 39 (see Barbe level 4, II, 2, and level 5, II, 3)
III. Understand how prefixes and suffixes affect the meaning of words A. Root words	III. Teacher choice A. EDL III, D, 3	III. STAR IV, p. 75-99 (see Barbe level 4, II, 3)
IV. Understand synonyms, antonyms, homonyms	IV. STAR IV, p. 1-24; Mastery Test, p. 25-26	IV. Steck-Vaughn 2100, p. 63-82; Mott 600A, p. 99-109, 119
V. Arrange words in alphabetical order	V. Steck-Vaughn 2600, p. 2-18	
VI. Utilize dictionary	VI. WA, p. 186-199 (tape 8)	VI. Steck Vaughn 2600, p. 599-668, 96-102; Mott 600A, p. 17, 29 (refer to Barbe level 5)
VII. Utilize context of material to decode words	VII. WA, p. ; Wordcraft I, II; Barnell Loft, Levels D,E	VII. Building Basic Skills (BBSk) p. 123-125
VIII. Comprehend what is read A. Literal comprehension 1. reading for facts/details/ information 2. main idea B. Interpretation 1. reading to sort fact from opinion 2. seeing a writer's bias 3. understanding propaganda	VIII. A. 1. Pre-test, BBSk II, p. 1-3, 4-5, 6-7 (check pre-test skill mastery chart) 2. Practice exercises, p. 17-122; Reading Strategies DA 2 EA 1 B. Pre-test, BBSk II, p. 3-8 (check pre-test skill mastery chart) Practice exercises, p. 13-52 Review exercises, p. 44-52	VIII. A. 1. Reading Attainment kit #1 (levels 4 and 5)(check teacher's manual) 2. Mott 304, Comprehension Series (level 4,5)

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
4. understanding style and tone	4. Reading Strategies DA 5 EA 4	4. BBSk I, p. 151-173 Post-test, p. 174-187 (Tests main and supporting idea)
5. making inferences	5. Reading Strategies DA 10 EA 10 BBSk I, p. 151-168	
6. drawing conclusions	6. Reading Strategies DA 15 EA 20 Reading Attainment I	
7. predicting what comes next	7. Reading Strategies DA 4 EA 7	7. BBSk I, p. 76-90
8. comparing and contrasting	8. Reading Strategies DA 8 EA 9	8. BBSk I. p. 91-100
9. using context clues to find word meaning	9. Reading Strategies DA 1 EA 6	9. BBSk I, p. 123-143; Barnell-Loft Books D, E (levels 4, 5)
10. understanding sensory images	10. Reading Strategies DA 19 EA 13	
11. understanding character	11. Reading Strategies DA 12 EA 12	
12. interpreting feelings	12. Reading Strategies DA 12 EA 12	
13. reading for plot	13. Reading Strategies DA 13 EA 15	
14. reading for tone	14. Reading Strategies DA 14 EA 14	14. BBSk II, p. 30-43

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
15. finding author's message (theme)	15. Reading Strategies DA 17 EA 16	
16. understanding setting	16. Reading Strategies DA 11 EA 11	
C. Organization	C.	C.
1. reading for sequence of events	1. Reading Strategies DA 6 EA 3	1. BBSk I, p. 76-90
2. reading for cause and effect	2. Reading Strategies DA 7 EA 8	2. BBSk I, p. 91-94
3. summarizing	3. Reading Strategies DA 9 EA 5	
D. Evaluation	D.	
1. fact and opinion	1. Reading Strategies DA 18 EA 18	1. BBSk II. p. 13-24
2. understanding methods of persuasion	2. Reading Strategies DA 16 EA 17	2. BBSk II, p. 24-30; Introduction to Reading
IX. Follow written directions	IX. Teacher's choice	IX. Pre-test, BBSk II, p. 1-2
A. Labels		A. Mott 1608, p. 9
B. Applications and forms	B. Oregon Survival, p. 28,30, 33, 41; Mott 1607, p. 122 Mott 1608, p. 50 Mott 600A, p. 69	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
X. Read for information		
A. Magazines		
B. Newspapers		B. Oregon Survival, p. 18
C. Telephone books		C. Oregon Survival, p. 62
D. Bank and/or official documents or contracts		D. Oregon Survival, p. 67-99
E. Pamphlets or other on careers, consumer education, social rights, and responsibilities		E. N.W. Regional Lab booklets; Oregon Survival
F. Catalogs		F. Sears, Montgomery Ward, etc.; Oregon Survival, p. 129-133
G. Education		G. Mott 1608, p. 134; Mott 600A, p. 92
XI. Cope with survival reading situations		XI. Survival word list, this manual
A. Safety signs (stop, do not enter)		A. Mott 1607, p. 8
B. Directional indicators (exit, enter)		
C. Emergency information (fire department)		C. Oregon Survival, p. 143 for accident reports
D. Household (hot, cold)		D. Mott 1607, p. 54; Mott 600A. p. 22, 32
E. Medical terms or instructions on bottles and cans		
F. Consumer terms (dairy products = eggs, milk, cheese, etc)		
G. Road signs		G. Mott 1607, p. 8
H. Schedules		H. Steck-Vaughn 2700, p. 82-94; Oregon Survival, p. 149-154
I. Charts, graphs, maps, diagrams		I. BBSk II, p. 95-132; Oregon Survival, p. 135-142; Contemporary's Number Power 5
J. Menu		

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
XII. Develop competencies in basic life skills	XII.	XII.
A. Community resources	A. Mott 1607, p. 90 600A, p. 44	
1. using the telephone	1. Oregon Survival, p. 62; Mott 1607, p. 37	1. Adult Education Staff Development Program, "Community Resources..."
2. using highway and city maps		
3. transportation	3. Oregon Survival, p. 149, 152	
4. public agencies	4. Oregon Survival, Contact	4. AESD Program, "Community Resources..."
B. Consumer education	B. Mott 1608, p. 67,79,99,156	
1. housing needs	1. Oregon Survival, p. 6-25	1. Adult Consumer Education Project, "Housing," books 2-6
2. shopping	2. Mott 1608, p. 67,79,99,156; It's Your Money I, p. 44-56	2. Solving Life Problems in Consumer Economics, Books 1-3
3. budget	3. Mott 600A, p. 70; It's Your Money I, p. 29-43	3. Solving Life Problems in Consumer Economics, Books 1, 2
4. automobile (licenses, accident report)	4. Oregon Survival, p. 152, 143; Mott 600A, p. 166	4. Adult Consumer Education Program, Community Resources, "Safe and Courteous Driving"
5. banking services	5. It's Your Money, p. 18-62; Oregon Survival, p. 67-99; Mott 600A, p. 70	5. Solving Life Problems in Consumer Economics, Books 2, 3
6. credit	6. Oregon Survival, p. 100-118	6. Solving Life Problems in Consumer Economics, Book 3
7. advertising techniques	7. Solving Life Problems in Consumer Economics, Book 3	
8. insurance	8. It's Your Money II, p. 63-92	8. Adult Consumer Education Project, Community Resources, "Social Programs You Should Know About"
C. Government and law	C. Mott 1608, p. 28 600A, p. 134	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
1. government agencies	1. Solving Life Problems in Government and Law, Book 2	1. Adult Education Staff Development Program, "Community Resources..."
2. government services		
3. structure and function	3. Solving Life Problems in Government and Law, Books 1-3	
4. legal rights	4. Solving Life Problems in Government and Law, Books 2,3	
5. voting	5. U.S. Citizenship, Book I; Oregon Survival, p. 58	5. Solving Life Problems in Government and Law, Book 3
6. taxation	6. Oregon Survival, p. 121-128	6. Solving Life Problems in Government and Law, Book 2
7. legal documents	7. Oregon Survival, p. 30,52,55 (social security #)	7. see 6
8. citizenship	8. U.S. Government Citizenship Books I and II	
D. Health	D.	D. Adult Education Staff Development Program, "Words to Know: Health"
1. public health facilities	1. Solving Life Problems in Health, Book I	1. AESD Program, "Health Services in Your Community"
2. public health officials		2. see 1
3. health and safety practices	3. Solving Life Problems in Health, Book 3	3. AESD Program, "If You Have Your Health..."
4. physical health		4. see 3
5. health insurance	5. Solving Life Problems in Health, Book 2	
6. ailments (how to identify)		
7. first aid	7. Solving Life Problems in Health, Book 1-3	7. AESD Program, "Emergencies, Children and Safety"

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
E. Occupational knowledge	E. Oregon Survival, p. 22, 32,33	E. Mott 1607, 600A
1. home repair	1. It's Your Money I, p. 75; Mott 1607, p. 27; Mott 600A, p. 51,124,146	
2. wages	2. It's Your Money I, p. 18-28; Oregon Survival, p. 45,49	2. Solving Life Problems in Occupational Knowledge, Books 2,3
3. unions	3. see 2	
4. apply/maintain job	4. Oregon Survival, p. 32,33	4. Solving Life Problems in Occupational Knowledge, Books 2,3
5. work safety practices		5. AESD Program, "Safety in the Home and at Work"

REMEDIATION - ESL Program

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
I. Introduction to learning and learning setting	I. Teacher-made materials and board work	
II. Survival skill language A. Oral command of vocabulary and structure relevant to specific survival needs	II. A. Milton-Bradley word games; Peabody Articulation cards; See It, Say It cards; ESL (21st C), LBCC, vol 3 Lessons 1-20, 21-40	II. Speaking of Survival A. Oregon Department of Education teacher's guide
III. Pre-reading skills A. Same/different B. Left to right progression C. Top to bottom sequencing	III. A. Milton Bradley word games LBCC B. Mott 1300 C. Mott 1300; shopping lists	
IV. Number Identification A. Identify number orally B. Read number orally C. Write number D. Read common numbers in personal data (phone numbers, etc.)	IV. B. board work	A. Oregon Department of Education teacher's guide
V. Letter identification A. Identify letter by name, upper and lower case B. Read (spell) letters in name and address C. Write letters	V. A. alphabet cards; Mott 1300 B. ESL (21st C), lessons 1-10 Mott 1300, 1301 C. New Streamlined English Skillbook 1	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
VI. Common survival symbols	VI. Signs Around Town; Oregon Driver's Manual; Career Education pamphlets (LBCC, NW Regional Lab); Refugee ESL Curriculum (Portland CC)	VI. Career Education: Appliances Career Education: Auto-mechanics Career Education: Tools
VII. Basic sight words		
A. Form language words--e.g., name	A. Orientation to American English, Books 1-3	
B. Read orally key survival words	B. Dolch Basic Word List	
C. Read days of week, months, and abbreviations	C. Survival Word List (adult)	
D. Read transportation words and numbers		
E. Common sight words relating to own vocabulary	E. See It, Say It Cards	
VIII. Application forms and language	VIII. Oregon Survival, p.	
A. Can complete familiar forms		
B. Can complete post office change of address forms		
C. Can write personal information on request	C. ESL (21st C)	
D. Can read newspaper want ads	D. Local newspapers; Booklet on reading through the newspaper	
IX. Spoken language with written forms	IX.	
A. Spoken sentence with written	A. experience stories	
B. Spoken word with written	B. Language Master and cards	
C. Sound with letters	C. New Streamlined English Skillbook II, short vowels Skillbook III, long vowels	
X. Pronunciation	X. ESL (21st C), vol 6,8; Phonics factory sheets	

OBJECTIVE	BASIC PROGRAM	SUPPLEMENT
XI. Citizenship information	XI.	
A. Pre-literate reading level	A. Our American Way of Life, Book I	
B. At literacy	B. Our United States, Book II	
C. Advanced	C. Our Government, Book III (U.S. Government printing office publication)	
XII. Advanced reading and writing skills	XII. See levels 4-5, this manual	

Remediation, levels 0-3,
4-5: Both adapted from CARE, Blue Mountain Community College.
ESL: Materials from Wayne Haverson, PhD, Secondary Education, Oregon State University.

REMEDIAL TECHNIQUES

Many adults who enter the ABE program have not been able to learn by "standard" teaching methods. For these students, the instructor will need to use unconventional methods of presenting material that needs to be read.* This section has taken or adapted the following techniques from the CARE manual:

VAKT and VAK Approach

Neurological Impress Method

Glass Analysis

Cloze Procedure

*CARE, Blue Mountain Community College

VAKT APPROACH

This method is used with students who have difficulty learning words in conventional ways. The method uses all of the learner's sensory abilities--i.e., visual, auditory, kinesthetic and tactile. This method is also known as the Multi-Sensory Approach. It is based on the assumption that if a student uses all his/her sensory abilities to learn, learning will not only be achieved, but what is learned will be retained.

In the VAKT approach, the teacher writes a word on paper, that is folded in half, with crayon, in manuscript or cursive letters. The letters must large enough for the student to trace. The student then traces the word with finger contact and says each part of the word as it is traced. When the student finishes tracing the word, he/she underlines the syllable or syllables in the word. This procedure is repeated until the student can write the word without looking at the copy. The student writes the word on paper. For further practice, the word could be used in an experience story with or without a Cloze method. (See explanation of Cloze Method on page 54 of this manual)

A variation of the VAKT method is VAK. This is just like VAKT, except that the student writes the word instead of tracing it. This method is used in The Continuous Progress in Spelling kit, used at the Newport center.

Adapted from CARE, Blue Mountain Community College

It is important to note that words learned by either of these two methods need to be checked for retension within 24 hours. Experience with this method indicates that some adults who are uncomfortable with the VAKT method are able to use the VAK method with good results. However, it is recommended that the student try VAKT if learning new words or retaining them remains a problem.

NEUROLOGICAL IMPRESS METHOD

The Neurological Impress Method is a system of unison reading in which the student and the instructor read together, the voice of the instructor being directed into the ear of the student at fairly close range. The student or teacher uses a finger as a locator as each word is read. The finger should be at the location of the spoken word. At times, the instructor may be louder and faster than the student and at other times the instructor may read more softly and slower than the student. No preliminary preparations are made with the material before the student sees it. The object is to cover as many pages of reading material as possible within the time available without causing the student to tire. The theory underlying the method is that the auditory feedback from the reader's own voice and from someone else's voice reading the same material establishes a new learning process.

Adapted by CARE, Blue Mountain Community College
from Kirk, Kliebhan, and Lerner, Teaching Reading to Slow and Disabled Learners, Boston, MA, Houghton-Mifflin Company, 1978.

GLASS ANALYSIS

The Glass Analysis method for teaching the decoding skills of reading is a method of developing perceptual conditioning for the decoding of letter clusters within words. Essentially, the student is guided to recognize common letter clusters easily and quickly while looking at the whole word. The method concentrates on the decoding of words through extensive auditory and visual training focused on the word being studed.

The materials needed to teach recognition of letter clusters through the Glass Analysis method can be teacher-made. Essentially, they consist of flash cards about three inches by six inches in size. Commercially published materials are available from Easier-to-Learn Materials, Garden City, New York, 11530, and Walker Educational Book Corporation, New York, New York, 10019.

On each card is printed a carefully selected word containing letter clusters. The words selected for study are within the student's meaning vocabulary. Letter clusters are defined as two or more letters that, in a whole word, represent a relatively consistent sound.

For example, in the word catch, the clusters are at and ch; in play, the clusters are pl and ay.

Four steps are required to teach each word:

1. Identify the whole word and the letters and sound of that target cluster.

2. Pronounce the sound or sounds and ask the student for the letter or letters.

3. Give the letter or letters and ask for the sound or sounds.

4. Take away letters and ask for the remaining sound.

The teacher is advised to not separate letters from a blend, digraph, or vowel cluster; to avoid covering up any part of the whole word; and to make sure that the student never sees less than the entire word.

Adapted by CARE, Blue Mountain Community College from Kirk, Kliebhan, and Lerner, Teaching Reading to Slow and Disabled Learners, Boston, MA, Houghton-Mifflin Company, 1978.

THE CLOZE PROCEDURE

The Cloze procedure is commonly used to determine the readability of a selection or to test reading comprehension. It is discussed here as a remedial technique to improve reading comprehension.

The Cloze procedure is used to help students use the structure and grammatical patterns of oral language to comprehend written language.

The Cloze procedure is based on the gestalt idea of closure--the impulse to complete a structure and to make it whole by supplying a missing element. Use of the Cloze techinque requires the reader to bridge gaps in both language and thought.

Steps for the preparation of material include:

1. Select a passage from reading material that the student would use in the classroom.
2. Decide on the automatic count for deleting words from the passage.
   a. This might be every tenth word (recommended for textual materials that are fact laden);
   b. It might be every fifth, seventh, or eighth word for narrative material.
3. The first and last sentences should be completely unmutilated.
4. Do not leave out proper names or the first word of a sentence.
5. The blanks can be as long as the deleted word. The length of the space does offer a clue.
6. An additional clue may be given by providing the first letter of the deleted word in the blank space.

7. Discussion should follow a Cloze exercise to enable students to express reasons for their word choices.

Variation of the traditional Cloze procedure include:

1. Prepare cloze passages deleting certain lexical terms (all nouns, verbs, adjectives, etc.)

2. Prepare cloze exercises deleting parts of words (For example, delete all of the word except for the initial and final phoneme; delete all prefixes or suffixes, etc.)

3. Prepare cloze passages in which the students must provide two or more synonyms for deleted words.

4. Prepare cloze passages in which the first or last word in every sentence is deleted.

5. Prepare cloze passages in which certain phoneme-grapheme correspondences are deleted. (For example, all words containing the short a sound, a certain degraph, etc.)

6. Prepare a short cloze passage from a story that is to be read. Use the discussion as a motivational device to introduce the story.

Adapted by CARE, Blue Mountain Community College from Kirk, Kliebhan, and Lerner, Teaching Reading to Slow and Disabled Learners, Boston, MA, Houghton-Mifflin Company, 1978.

RECORD KEEPING

The importance of keeping accurate, up-to-date records of a student's work performance seems self-evident. But each instructor is reminded that such records enable the teacher to determine what progress the student is making, as well as determining if the methods and materials being used are effective.

Sample recording forms presented here are adapted from CARE and include:

1. Reading Assessment Summary Form: Information obtained from the Britton Word Recognition Tests, Criterion test of Basic Skills-Reading, the Britton IRI graded passages, as well as results from the Sound Reading Program pre-tests, and the Reading Skills inventory.

2. ABE Instructional Plan: This form acts as the long and short-range plan for the instructor and student. It is to be filled out after the initial testing has been completed and both the student and the instructor are involved in its development.

3. Instructor's Lesson Plan: This form is to aid the instructor in keeping track of general objectives to be used with the student, material or method used and the date started and finished. This form can be useful for indicating a student's transition from one level to another in reading skills. This form can be used on a daily or weekly basis. It used on a daily basis, extra sheets can be stapled to the original copy.

4. Daily Work Plan: This form has the instructor record the assignment, evaluate it, and record the next assignment. If a new one is in order, it is important to record this information, so one instructor can continue where another instructor has left off. It also serves as a quick reference for a student and teacher when the student has been absent for any length of time.

READABILITY FORMULAS

Readability formulas included here from the CARE manual are The Fog Index and the Fry Graph. These formulas are used to determine the reading level of printed material. Instructors may want to purchase the Fry Readability Scale, a hand held device that helps figure readability, sold through Jamestown Publishers or the OSU bookstore. The Newport Center also has access to readability formulas via the Apple 11E. Printed material to be assessed should include three 100-word samples.

THE FOG INDEX

A Quick Estimate of Readability

The Fog Index was developed by Robert Gunning. The following are the steps in its application:

1. Take several samples of one hundred words each, spaced evenly through the article or book. Count the number of sentences in each sample. (If the hundredth word is in the first 1/3 of the sentence, drop the sentence. If it is in the second or third 1/3, count it.)
2. Count the number of words of three syllables or more per one hundred using the same samples. Do not count these words:
   a. Words that are capitalized
   b. Compound words that are the combination of short, easy words (bookkeeper)
   c. Words that are verb forms made from three syllables by adding -ed, or -es (created)
3. To determine the Fog Index:
   Number of words in the passage divided by the number of sentences, plus the number of poly-syllabic words, multiplied by .4 equals the grade and month level.

Adapted from CARE, Blue Mountain Community College

FOG READABILITY

From the Oregon Driver's Manual:

In this test you show your driving skills and how well you observe traffic rules, highway signs, and signals. The test includes turning, signalling, backing, changing lanes, controlling speed, courtesy of the road, and general driving ability.

Usually, only you and the Examiner are in the vehicle during a driving test, but a Supervisor sometimes may go with you to observe the test. Children or pets cannot be in the car during a test.

You will not be asked to do anything against the law. No tricks are used and no attempt will be made to hurry or confuse you.

NUMBER OF WORDS IN THE SELECTION	100
NUMBER OF SENTENCES IN THE SELECTION	6
*NUMBER OF THREE OR MORE SYLLABLE WORDS	6

FORMULA: Number of words divided by the number of sentences plus the number of poly-syllabic words multiplied by .4 equals the grade and month level:

100 ÷ 6 = 17

17 + 6 = 23

23 x .4 = 9.2

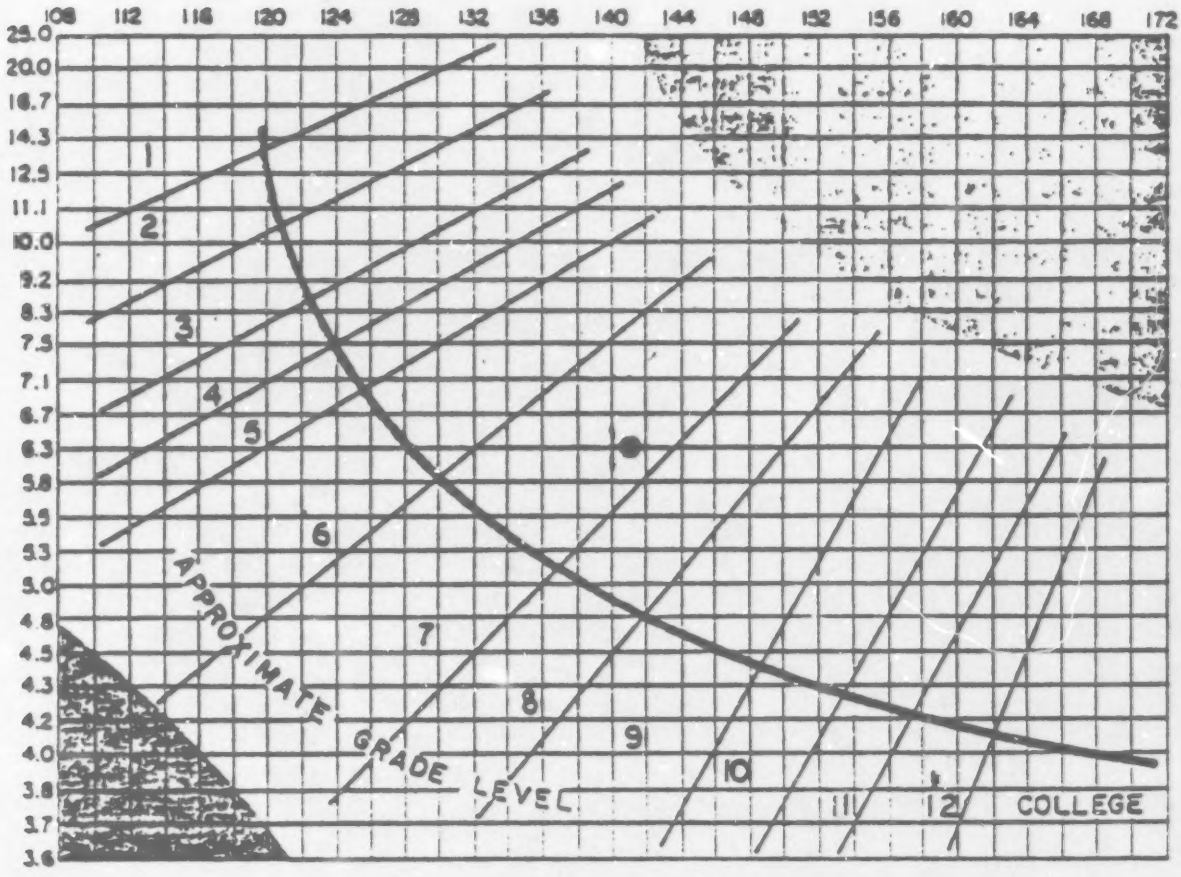
THEREFORE: The material above, according to the Fog Index, gives a reading level (readability) of ninth grade, second month.

*Excluding the more popular suffixes, such as ing, ly, ed, etc.

Adapted by CARE, Blue Mountain Community College.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

BEST COPY AVAILABLE

EXAMPLE:

	SYLLABLES	SENTENCES
1 st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3 rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7 th GRADE (see dot plotted on graph)

TEACHING AIDS

Information and lists of words included here are intended to supplement the remediation section of this guide. Although many of the lists included here were taken from the CARE manual, we have included our own list of "survival" words for the Oregon coast. Paperbacks listed here were donated by various publishers for the project. The publishers are listed on the last page of this manual. It is hoped that we can add to our list of paperback books in the future.

Paperbacks (descriptions and levels)

Vocabulary Methods for Visual Learners

Vocabulary Methods for Auditory Learners

Dolch Phrases

Oregon Coast Survival Vocabulary List

A List of Basic Sight Words for Older Disabled Readers

Survival Words

Helpful Hints to Pronunciation

Letter Formation Guide

Fifteen General Principles for Teaching Word Recognition

How to Develop Sight Vocabulary

Using Language Experience With Adults

What Do I Do With the Students? (Ideas for individualized instruction)

The Alphabet

PAPERBACKS

Paperbacks are classified first under their series titles, then by individual titles and grade levels.

SERIES TITLE: Encounter Series

Publisher: EMC

Title	Level
Dead On - What is making the strange sounds in the hall outside Larry's room? It can't be a ghost. Larry does not believe in ghosts. But someone or something keeps leading him to the attic of the old house.	3.0
Burn Out - Bob and Chewie had a plan to catch the firebugs on Maple Street. The plan seemed good at first. But when it backfired, they got trapped in the basement of a burning house.	3.0
Wild One - Kate saves Wild One from Banner's whip and gets to train the horse herself. But that's only a start. Can she prove he can race before it's too late?	3.5
No Way - Pete only wants to show the others how brave he is. But his plan for the perfect rip-off falls apart. He ends up in trouble with the law. Now his old gang wants him to steal from the only people he really cares about.	4.0
Baby Baby - When two people love each other, anything they do is all right. That's what Dave tells Lori. But when Lori gets pregnant, they find out that love is not enough.	4.5
Fair Play - When Andy Singh asks Carol to the party, she couldn't care less whether his skin is black or white. But her old boyfriend cares far too much. His jealousy and hate lead to a night of danger on the icy streets of Windsor.	4.5

SERIES TITLE: Doomsday Journal

Publisher: Pitman

Title	Level
So Long, Snowman - Bill's drug addicted and a habitual criminal. Can he change?	2.5
Final Warning - Holly and her brother Roman are planning to extort money from foreign countries by threatening to set off an atomic bomb.	4.2
She's My Sister - Mary Lou learns to accept her sister's retardation and adjust to the social pressures it presents.	4.5

Publisher: Academic Therapy

Title	Level
Hot Cargo - Ellie, Brad, and Rick are delighted with their new jobs at the Seaside Dock Company in the office and warehouse. Little do they know of the dangers that await them when they become involved with a group of desperate smugglers.	3.9
The Winchester Connection - Why do people keep disappearing from the guided tours at the Winchester Mystery House? Who knocked out the grounds keeper and why? How does the "brain" help to solve the mystery of the mutilated souvenir book?	4.0
Dirt Bike Adventure - Three good friends decide to test their bikes in the desert. They play "good samaritan" to a stranded family, and their own plans are interrupted by a deadly desert snake.	4.0
The Horror of Montauk Cave - A chilling story of cave exploaration by three youngsters and their rescue by their uncle, whose past is closely intertwined with the "ones from below" who inhabit the cave.	4.6

SERIES TITLE: Adult Learning Series

Publisher: Jamestown

Title	Level
Murder By Radio - A series of five murder mystery stories dealing with the involvement of Tom Ladd, the main character, and how radios play an important role. Comprehension questions included with each story.	5
The Law Of Life - Koskoosh, an Eskimo Indian, prepares for his inevitable death by comparing his life to the lives of animals he has known. Content to know that man's individuality is not what is important, but rather preservation of the species.	5
Essential Skills Book I - A series of twenty-five short stories, all of which use nature, and usually animals, as the topic for the story. Each story is followed by a brief comprehension test.	5

Publisher: Regents

Title	Level
Natural Wonders - These are the stories of five beautiful places in the United States: Niagra Falls, the Grand Canyon, the Mississippi River, Yellowstone National Park, and Yosemite National Park. You will learn about crossing Niagra Falls on a high line, "reading" rocks, and cooking fish in a river. You will want to visit these places after you read about them.	1
Five Folk Tales - The five folk tales in this book come from different parts of North America, and they come from different groups of people. But they are all real folk tales. People told these stories hundreds of years ago. People still tell them today. Both the young and the old enjoy them.	2

Regent's continued

Title	Level
An Ordinary Life - This is the story of a woman who always said that her life was ordinary. She went through good times and bad. At a low point in her life, she suddenly felt again the confidence of her youth and turned her life around. You will agree that her life was not ordinary but extraordinary.	3
Whatever Happened to Sandy Fowler? - Sandy Fowler was a seventeen year old girl who lived in a small farm town and dreamed of becoming a Hollywood star. The Regent's Reader The Extra was the story of those earlier years. In Whatever Happened to Sandy Fowler? the young girl is now, more than ten years later, an ambitious and hard-working New York woman. This is the story of five days in her life and her experiences in the world of metropolitan television.	4
Respected Rebels - Who was Samuel Adams? He was an American patriot who fought against British injustice toward the American colonies. The American Revolution would have been very different without him. But is he entirely a hero? He used methods that we might condemn in another cause. Respected Rebels examines his life and those of four other American rebels, Charles Sumner, William Jennings Bryan, Huey P. Long, and Martin Luther King, Jr. All of these men combined the hero and the villain in their characters. This is one reason they continue to fascinate us today.	5
A Poet's Mind - The way in which a poet records, orders, and modifies his experiences to produce poetry is a mysterious and wonderful process. The five chapters of this book help you understand this creative process by taking you on a tour of the mind of Black American poet, James A. Emanuel.	6

VOCABULARY METHODS FOR VISUAL LEARNERS

1. Flash Cards
   a. Commercially made
   b. Pupil made (best)

2. Associate words with images and position
   a. Use body movement to illustrate up, down, over, under, etc.
   b. Touch an object and say its name

3. Label objects in classroom
   a. First with single nouns
   b. Next with phrases or sentences

4. Label illustrations in books

5. Children create their own cartoons

6. Write stories about stimulus pictures provided by the teacher.

7. Cut up a catalog and label its pictures

8. Students make their own catalog of pictures and labels

9. Present new words in context, not in isolation

10. Teach the new vocabulary before presenting the lesson

11. Teach the vocabulary that is in their textbooks--i.e.,
    a. from math book teach sum, difference, etc.
    b. from geography teach latitude, zone

12. Teach in word clusters
    a. synonyms--e.g., hot, torrid, heat wave
    b. antonyms--e.g., girl/boy, warm/cool, wet/dry

13. Teach in part/whole relationships
    a.

Whole	Part
chair	rungs, legs
door	hinge, knob
book	pages, binding

14. Teach root words and affixes systematically in this order:
    a. compound word
    b. base word
    c. prefixes
    d. suffixes
    e. syllabies

15. Teach the meaning of symbols
    a. Math: x, ÷, +, etc.
    b. Abbreviations: lb., Mr., etc.

Adapted from CARE, Blue Mountain Community College

VOCABULARY METHODS FOR AUDITORY LEARNERS

1. Root word expansion
   a. Say the word, then add an ending to it

2. Listen to taped or recorded stories and discuss them

3. Play games
   a. Bingo and Lotto
   b. Monopoly and Concentration
   c. Password and Go To the Head of the Class

4. Read to the children frequently
   a. Read to them at a higher level than they can read
   b. Discuss what you have read with them

5. Avoid poor speech habits
   a. baby talk
   b. too much slang
   c. incomplete statements

6. Use figurative language to teach vocabulary
   a. Similies - direct comparison to unlike things
      1) cold as ice
      2) ran like the wind
   b. Metaphors - implied comparison of two unlike things
      1) cotton candy clouds
      2) diamond stars
   c. Onomatopeia - use of words that imitate sounds
      1) hiss of a snake
      2) buzz of a bee
   d. Alliteration - repetition of beginning sounds of words
      1) one misty, moisty morning...
      2) diddle, diddle, dumpling...

7. Have stories or lessons retold to other to aid vocabulary

Adapted from CARE, Blue Mountain Community College

DOLCH WORD LIST USED IN PHRASES

I am	let me	jump up	he said
he ran	get one	I will	we can
ran fast	it is	I want	is not going
at the	to work	went away	I like
to play	I can	I have	I do
to go	do not	did not	thank you
do you	look at	you will	you can
you may	let us	there are	he went
he saw	go to	this is	they said
up and down	will go	we are	we must
does not	live in	look for	look up
to eat	to sleep	as I do	not very far
saw her	he got	to make	about it
tell me	ate his	best of all	every one
where are	like to show	ask him	into the
like to ride	pull us out	would not	will pull
can buy	here is an	just then	to play with
came because	help me	please let	who was
yes he said	come and play	look after	read and write
run away	when the	can find	can use
could not grow	had not been	is full	it came from
sit down	so am I	to drink	we must go
will open	are big now	be just right	what I say
he never saw	is not black	it is going	ran to stop

From the Division of Special Education, Joy Hills, Director,
State Department of Education, Salem, Oregon.

but I do	can fly	can laugh	for a walk
four little yellow	know which	know why	must be warm
no one	the hot	were good	very old
want to say	be good	before long	can always see
go together	had to clean	how much	made him white
may I sing	see how small	shall know soon	tell them
the light	they called	to cut some	to keep those
too big for	try to get	we are six	carry her
don't you	draw a green	have found	he put new
if he does	keep him	look under	jump upon
my red one	of their own	one or two	only one
our yellow one	shall both talk	she gave eight	she has five
take hold	talk at once	that big yellow	the first one
the kind of	the funny one	their brown	they are ten
was better than	which shall we	wish us	would not fall
you take off	give up	he could see	his green one
is cold	long, long drink	made a blue	my big
out came three	out came two	pretty white	see my green

Adapted from CARE, Blue Mountain Community College

OREGON COAST SURVIVAL VOCABULARY LIST

1. Yachats
2. Nye Beach
3. South Beach
4. Agate Beach
5. Seal Rock
6. Siletz
7. Sea Gulch
8. Yaquina Bay
9. Depoe Bay
10. Taft
11. Lincoln City
12. Cape Foulweather
13. Cape Perpetua Visitor Center
14. Yaquina John Point
15. Marine Science Center
16. Ona State Park
17. Lincoln County
18. Eddieville
19. Toledo
20. Road's End
21. Salishan
22. Five Rivers
23. Tidewater
24. Waldport
25. Newport
26. Georgia Pacific
27. Boise Cascade
28. Elk City
29. Valsetz
30. Williamette Industries
31. Table Mountain
32. Sea Lion Caves
33. Missouri Bend
34. Cape Creek
35. Logsdon
36. Coast Guard Station
37. Forest Service
38. wayside park
39. game preserve
40. no open fires on beach
41. burning prohibited
42. no vehicles on beach
43. lighthouse
44. bay front access
45. boat ramp
46. boat launching
47. no crabbing
48. jetty
49. clam digging
50. no swimming

51. marina
52. smelt dipping area
53. charter boat fishing
54. tide pools
55. fish plant
56. no wood cutting
57. whale watching
58. beachcombing
59. visitor information
60. agate beds
61. DANGER - riptide
62. oyster beds
63. no fishing from bridge
64. mud flats
65. estuary
66. city dock
67. scuba diving
68. sand dunes
69. beach access
70. bar condition
71. buoy
72. small craft warning
73. ebb tide
74. fog
75. depth finder
76. rain forest
77. slick when wet
78. slide area
79. watch for falling rock
80. deer crossing
81. fossil beds
82. golf course
83. scenic tour
84. Loyalty Days
85. Wine Festival

A LIST OF BASIC SIGHT WORDS FOR OLDER DISABLED READERS

1. more
2. than
3. other
4. such
5. even
6. most
7. also
8. through
9. years
10. should
11. each
12. people
13. Mr.
14. state
15. world
16. still
17. between
18. life
19. being
20. same
21. another
22. white
23. last
24. might
25. great
26. year
27. since
28. against
29. used
30. states
31. himself
32. few
33. during
34. without
35. place
36. American
37. however
38. Mrs.
39. thought
40. part
41. general
42. high
43. united
44. left
45. number
46. course
47. war
48. until
49. something
50. fact
51. though
52. less
53. public
54. almost
55. enough
56. took
57. yet
58. government
59. system
60. set
61. told
62. nothing
63. end
64. called
65. didn't
66. eyes
67. asked
68. later
69. knew

Adapted by CARE, Blue Mountain Community College, from Bowren, F. and M. Zintz, Teaching Reading in Adult Basic Education. Dubuque, Iowa: William C. Brown Company, 1977. (Bowren and Zintz used the list by permission from "A Supplement to the Dolch Word Lists," by Jerry L. Johns, Reading Improvement 7 (Winter 1971-72):91.)

SURVIVAL WORDS

Adults Only
Airport
All cars (trucks) stop
Antidote
Ask Attendant for Key
Barber
Beware
Beware of Cross Winds
Beware of the Dog
Bridge
Bridge Out
Bus
Bus Only
Bus Station
Bus Stop
Cashier
Caution
Close Construction
Closed
Cold
Construction Zone
Combustible
Condemned
Contaminated
Curve
Danger
Dangerous Curve
Dead End
Deep Water
Deer (cattle) Crossing
Dentist
Detour
Dim Lights
Dip
Doctor (Dr.)
Do Not Block Walk (Driveway)
Do Not Cross
Do Not Crowd
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Shove
Do Not Stand Up
Do Not Use Near Heat
Do Not Use Near Open Flame
Don't Walk
Down
Drifting Sand
Drive Slow
Drugs
Dynamite
Elevator
Emergency
Emergency Exit
Emergency Vehicles Only
Employees Only
End Construction
End 45
Entrance
Exit
Exit Only
Exit Speed
Explosives
External Use Only
Falling Rocks
Fallout Shelter
Fire Alarm
Fire Escape
Fire Extinguisher
First Aid
Flammable

Flooded

Floods When Raining

Found

Four Way Stop

Fragile

Freeway

Garage

Gasoline

Gate

Gentlemen

Girls

Go

Go Slow

Handle With Care

Hands Off

Help

High Voltage

Hospital

Hospital Zone

Hot

In

Inflammable

Information

Inspection Station

Instructions

Junction

Keep Away

Keep Closed At All Times

Keep Off

Keep Out

Keep to the Left (Right)

Ladies

Lane Ends

Last Chance for Gas

Left

Left Lane Must Turn Left

Left Turn O.K.

Left Turn Only

Left Turn This Signal Only

Listen

Live Wires

Loading Zone

Look

Look Out for the Cars (Trucks)

Lost

Meat Market

Mechanic On Duty

Men

Men Working

Merge Left (Right)

M.P.H.

Military Reservation

Name

Next

Next Window (Gate)

No Admittance

No Checks Cashed

No Credit

No Diving

No Dogs Allowed

No Dumping

No Fires

No Fishing

No Hunting

No Left Turn

No Loitering

No Minors

No Parking

No Passing

No Right Turn

No Right Turn on Red Light

No Smoking

No Smoking Area
No Spitting
No Standing
No Stopping
No Swimming
No Touching
No Trespassing
No Turns
No "U" Turn
Not A Through Street
Not for Internal Use
Noxious
Nurse
Office
One Way-Do Not Enter
One Way Street
Open
Out
Out of Order
Park
Pavement Ends
Ped Xing
Pedestrians Prohibited
Playground
Poison
Poisonous
Police
Police Station
Polluted
Post No Bills
Posted
Private
Private Property
Private Road
Proceed at Your Own Risk
Prohibited
Pull
Push
Put on Chains
R.R.
Railroad Crossing
Railroad Station
Restrooms
Resume Speed
Right
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
Safety First
Safety Zone
School Crossing
School Stop
School Zone
Shallow Water
Shelter
Slide Area
Slippery When Wet (Frosty)
Slow Down
Slower Traffic Keep Right
Smoking Prohibited
Speed Checked By Radar
Steep Grade
Step Down (Up)
Stop
Stop Ahead
Stop for Pedestrians
Stop, Look, Listen
Stop Motor
Street
Taxi Stand
Telephone
Terms Cash
Thin Ice

This End Up

This Lane May Turn Left

This Road Patrolled By Aircraft

This Side Up

Three Way Light

Town

Traffic Circle

Truck Route

Turn Off

Turn Off ½ Mile

Underpass

Unloading Zone

Up

Use Before (Date)

Use In Open Air

Use Other Door

Violators Will Be Prosecuted

Wait

Walk

Wanted

Warning

Watch for Flagman

Watch for Low Flying Aircraft

Watch Your Step

Wet Paint

Winding Road

Women

Yield

Yield Right of Way

Adapted from CARE, Blue Mountain Community College

CARE gives credit to the following sources:

Bergwall, Charles and Van Ness, William J., 54 Functional Words, WASP Publishing Company, 1965.

Manning, Ardelle, Words - Reading for Protection, Ardelle Manning Productions, 1960.

Wilson, Corlett, Wilson's Essential Vocabulary, Huntington Beach High School, CA, 1963.

Helpful Hints to Pronunciation

The following listing is an aid to help you properly identify which letters represent which sounds and in what part of the word that written letter is usually found. These letters are <u>usually</u> used to show these words; there are <u>always</u> exceptions.

Consonants

SOUND	Letters which represent that sound in writing	Position of letter (or letter combination) in written word: Beginning	Middle	End
b, as in the word "bad"	b	x	x	x
	bb		x	
p, as in the word "pot"	p	x	x	x
	pp		x	
d, as in the word "dog"	d	x	x	x
	dd		x	
t, as in the word "top"	t	x	x	x
	tt		x	x
v, as in the word "vase"	v	x	x	
f, as in the word "fat"	f	x	x	x
	ff		x	x
	ph	x	x	x
	gh			x
z, as in the word "zing"	z	x	x	
	zz		x	x
	s		x	x
	x (except x-ray)	x		
s, as in the word "sit"	s	x	x	x
	ss		x	x
	ps	x		
	c (before e,i,y)	x	x	

SOUND	letters which represent that sound in writing	position of letter (or letter combination) in written word: Beginning	Middle	End
k, as in the word "kick"	k	x	x	x
	ck		x	x
	c (before any letter except e,i, or y if at the end of a word)	x	x	x
g, as in the word "get"	g (before any letter except e,i,y)	x	x	x
g, as in the word "gem"	g (before e,i,y)	x	x	
j, as in the word "jelly"	j	x	x	
m, as in the word "man"	m	x	x	x
	mm		x	
	mb			x
n, as in the word "not"	n	x	x	x
	nn		x	
	kn	x		
	pn	x		
	gn	x		x
h, as in the word "hot"	h	x	x	
r, as in the word "rat"	r	x	x	x
	rr		x	
	wr	x		
	rh	x		
w, as in the word "water"	w	x	x	
l, as in the word "log"	l	x	x	x
	ll		x	x
kw, as in the word "queen"	qu	x	x	
ks, as in the word "box"	x		x	x
	ex	x		
	ks or cks			x
	kes (e is silent)			x
y, as in the word "yet	y	x	x	

vowels

	Short	Long (Same as alphabet name)
A	apple	April
E	elephant	Easter
I	Indian	ice
O	otter	Oklahoma
U	umbrella	Umatilla
Y	i sound as in gypsy	i sound as in sky e sound as in skinny

Adapted by CARE, Blue Mountain Community College
from Mary Lewick-Wallace, Spelling, New York, McGraw-Hill, 1981.

FIFTEEN PRINCIPLES OF TEACHING WORD IDENTIFICATION

Regardless of the general approach or the detailed sequence of skills that the teacher chooses to follow, certain principles of teaching word identification skills are pertinent.

1. Proceed from the simple to the complex, from the known to the unknown.
2. The oral modality should be the be the vehicle for the initial presentation of a skill.
3. Approach the task from various modalities when learning a particular skill is proving somewhat difficult for an individual learner (VAKT).
4. Teach a skill at the time it is needed. Never teach a skill in isolation from a meaningful context, but always at the time when the reading situation demands it. Avoid drill on isolated words.
5. A vocabulary of fifty to seventy-five sight words is needed before instruction on structural and phonic analysis advances very far.
6. Identification of sight words should be achieved through the use of general configuration and visual clues.
7. Establish the habit of using the context for the identification of words before applying other word identification tools.
8. Repetition is the key to mastery, but the teacher must be inventive to maintain interest.
9. From the beginning, establish the left-to-right direction in attack on new words. When difficulty is encountered in establishing left-to-right directionality, these
10. techniques may be useful:
    A. Use the finger under the word from left to right.
    B. Cover the word with a card, moving it slowly from left to right.
    C. Draw arrows under the words, left to right.

D. Have learners type the words.

E. Practice choral reading.

F. Require the student's name to be written on the left side of the paper and words to be written down the left margin.

G. Use a classroom calendar as a left-to-right teaching tool. Point out that the days are recorded left-to-right.

10. Teach identification skills so that they function in an integrated manner, rather than as separate techniques for word mastery.

11. Fit the Word Identification program to the needs and abilities of the individuals, allowing each to progress toward independence at a rate commensurate with his/her own abilities.

12. In pronouncing multisyllabic words, structural analysis precedes phonic analysis. Word parts must be recognized before phonic elements can be identified. Continued practice in structural analysis will help the learner divide new words into parts that represent meaning and pronunciation units; then use this skill in identifying new words.

13. Phonic analysis should be taught gradually and only as a functional tool for unlocking new words.

14. Guide learners in formulating generalizations.

15. Repeat--and repeat--and repeat!!

Adapted from CARE, Blue Mountain Community College.

SIGHT VOCABULARY

Direct instruction to build sight vocabularies can be accomplished in the following way:

1. Write the word to be taught on an index card. Provide an object or picture representing the word if possible, so that the word can serve as a label.

2. Have the student look at the word as you say it, first in isolation, then in context, then again in isolation.

3. Have the student repeat the word while looking at it.

4. Ask the student to make up a sentence using the word.

5. Have the student look at the word again and identify it orally.

6. Tell the student to write it from memory and then check it against your model on the index card. If it is incorrect, begin at step two again. If correct, do step seven.

7. Have the student deposit the index card in his/her "word bank." If the word has "variations" (inflected forms) and the student has enough reading background, do the next step.

8. Write the other forms of the word just taught on index cards. (If there is an internal spelling change in a word, with the exception of words ending in "y" which is changed to an "i" when a suffix beginning with a vowel is added, that inflected form or variation is listed separately on the word list and would not be dealt with now.) For example, after teaching the headword "fight," the student would be asked to read "fighting" and "fights," but not "fought."

9. Have the student read the variations aloud and point out how they differ from the original word presented.

CAUTION: Do not work on too many new words at a time. Four is probably plenty. Also, new words should be interspersed with known words when reinforcing the new learning.

Adapted from CARE, Blue Mountain Community College.

USING LANGUAGE EXPERIENCE WITH ADULTS

A. Four Methods:

1. Dictation - the student dictates a short passage. The instructor prints it word for word. The instructor reads the story back to the student, pointing to each word, while the student repeats. (The story can be typed for the next session and activities in Part B utilized.)

2. Transcription - the student tells a story from personal experience. Instead of immediately writing, the instructor tape records the story and later transcribes it. The tape can be played back right away, replayed during the next class session, or both, depending on how strong a link the instructor wants between the spoken and written word.

3. Directed Writing - in this method the focus begins to change from reading to writing. Starting from highly structured, one-word responses to their own questions or to fill-in-the-blank exercises, students gradually increase the amount of writing they do.

4. Free-writing - each student writes about a personal experience. Often the teacher types and edits the writing for the next class meeting.

B. Activities to do with Language Experience Stories:

1. Have the student identify all the words he/she knows in the story. Underline each word once.

2. Place each underlined word on a 3x5 card. (You will be developing a word bank by doing this.)

3. Have the student use each word in an original sentence. Place the sentence on the back of the 3x5 card.

4. As the word bank increases, have the student:

   a. arrange the words in alphabetical order;

   b. use the words themselves to form sentences;

   c. play word games (Bingo, word checkers, etc.);

d. form variations of the words (plurals, form a new part of speech, add suffixes/prefixes);

e. scramble letters of the words and have the student attempt to rearrange the letters (provide an auditory stimulus of the word)

5. Do a Cloze exercise with the underlined words in the LEA story.

6. Cut up individual sentences in each story. Have the student rearrange the sentences in proper order.

7. After some time has passed, have the student repeat his/her story. Underline newly recognized words twice. Repeat the above activities with these words.

C. Skills Developed Through Language Experience:

1. Sight vocabulary

2. Phonic analysis

3. Structural analysis

4. Comprehension

Adapted from CARE, Blue Mountain Community College.

SESSION I

1. Talk--why here/purpose of testing

2. Assess--Britton Word Recognition Test
   Phonics Inventory or
   Criterion Test of Basic Skills
   Reading Skills Inventory (if student scores below second grade level on Britton W/R test)

3. Assign--Give student a Mott book or STAR book to practice phonics.
   Give student book based on word recognition score. This might be a Reader's Digest Skill Builder, one of the EDL Readers (People, Windows, Images, Avenues, Discoveries) or Mott.

SESSION II

1. Discuss--test results with student. Remember to speak in terms of skill level, not grade level.

2. Develop--individualized reading plan

3. Check/Review--whatever assignment was given in Session I. Always check the previous lesson with the student. He/she needs to review skills learned in the previous lesson.

4. Assign--Begin lessons in Word Attack book or Mott or STAR. (Test with Britton Graded Passages, but use as a reading lesson; avoid saying it is a test at this time.)

   (Test with Criterion Test of Basic Skills when more information on skills performance is necessary.)

OTHER SESSIONS

Attempt to vary the activities in a reading session. The following are suggestions. Ideas 3-6 can be done in any order desired (see also article from April 1982 Journal of Reading).

1. Chit-chat--briefly discuss the things that interest the student.

2. Set purposes for the session.

3. Skills work--word attack, comprehension, life skills, etc. assignments; check any assignments that need to be done.

4. Daily journal--have student or instructor write on feelings, ideas, etc. This can be used in the same manner as LEA (Language Experience Approach)--word bank, oral reading, sight words, improvement of handwriting, mechanics of writing (grammar, etc.), spelling, etc.

   Form it can take:
   Student dictate, instructor write
   Student dictate, instructor write, student recopy
   Student write

5. Instructor reads to student--have a student bring in a favorite magazine, book, etc.; instructor will read a selection. Listening to reading allows the student to relax and enjoy language, to experience a variety of themes, styles, organizing structures. Discuss passage only if the student chooses to.

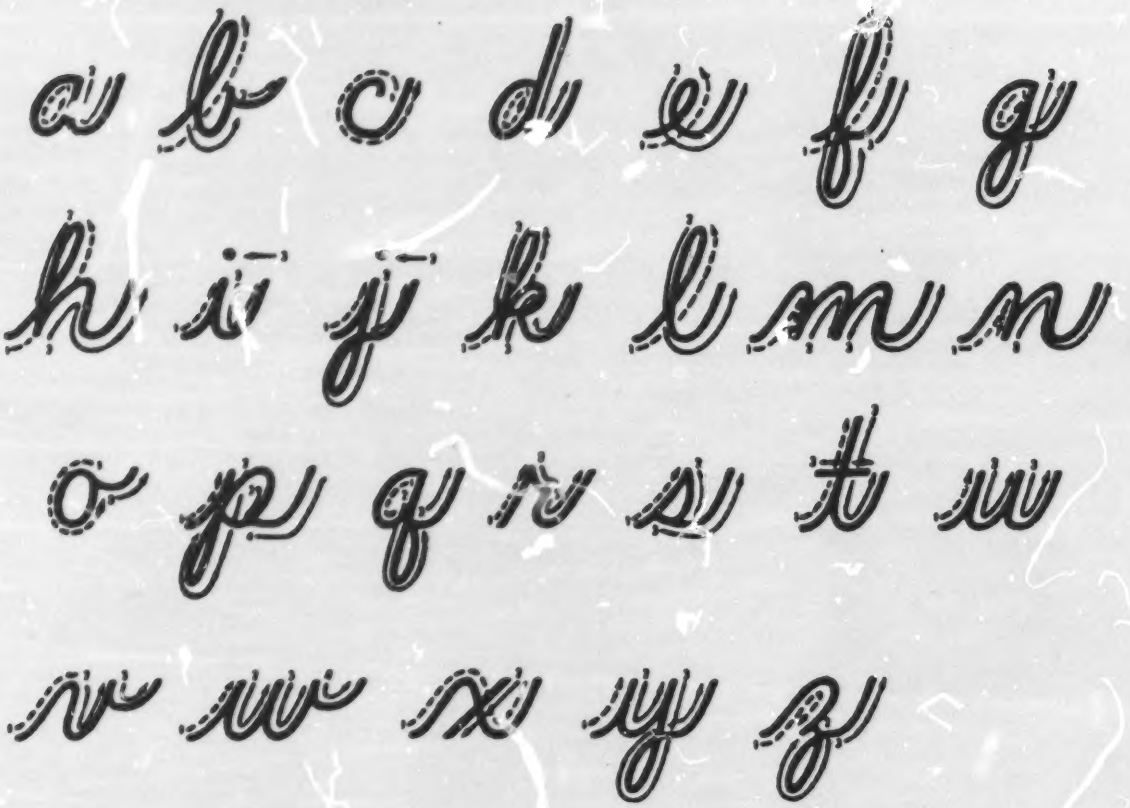
6. Student reads--either silently or orally (this is different than reading done as part of a skills lesson). Daily journal is a good source. Have student underline trouble spots--this will afford the instructor the opportunity to discuss strategies to remediate the problem.

7. Student and instructor read together--student chooses the selection; discuss what you know about the subject; predict the author's message; BOTH read orally (similar to neurological impress method); together, student in the lead or student trailing the instructor.

8. Educational games--commercial or teacher-made that reinforce skills work.

Adapted from CARE, Blue Mountain Community College.

Cursive Alphabet



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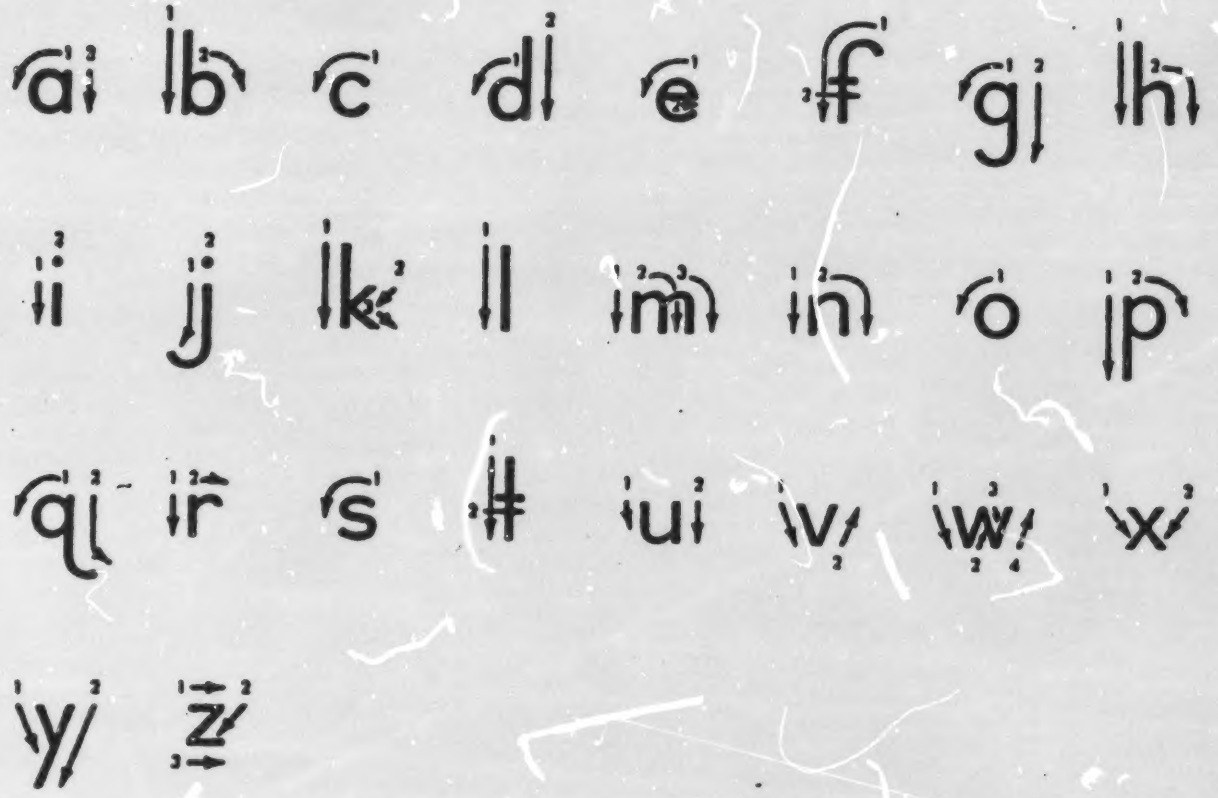
The Alphabet



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GLOSSARY

The purpose of this glossary is to clarify technical reading terms commonly found throughout the books used to teach reading. If the instructor has a clear understanding of these terms, he/she can better help the student deal with them.

CARE, Blue Mountain Community College.

GLOSSARY

Accent - The force or stress which one gives to a syllable.

Adult Basic Education (ABE) - The instruction of adults in fundamental literacy and arithmetic skills, sometimes with additional instruction in social, survival, and coping skills. 0-8 grade level.

Antonym - A word opposite in meaning to another word.

Applied Comprehension - reading beyond the lines.

Base Words - small words that can stand alone (also known as root words).

Compound Words - words that contain two or more smaller words (motor/boat).

Comprehension - gaining meaning from what is read.

Consonants - all those letters that are not vowels, and y when it is an initial sound.

Consonant Blends - a grouping of two or three consonants in which each consonant represents its own sound and you can hear each sound (bl in blue).

Consonant Digraph - two consonants which together represent only one sound (ch in church).

DiphtHong - the vowel combinations of oi as in oil, oy as in boy, ou as in out, and ow as in owl.

Frustration Level - a score of 0-49% on the Criterion Test of Basic Skills.

Frustration Reading Level - grade level of material that is too difficult to be read successfully by a student, even with classroom instruction and support.

Functional Reading - reading for practical purposes, as to get information; level of reading skill necessary to get along in society (also known as survival reading).

Hearing Capacity Level - see listening comprehension level.

High Interest/Low Readability Book - a book with high story appeal written with a limited vocabulary (commonly referred to as hi/lo books).

Homograph - a word with the same spelling as another word, whether or not pronounced alike (bow--and arrow; bow--of a ship).

Homonym - the umbrella term for a word with the same oral or written form as another word.

Homophone - a word with the same pronunciation as another word, whether or not it is spelled alike (hare, hair).

Independent Reading Level - grade level of material that is easily read by a student on his/her own.

Inferential Comprehension - reading between the lines; the process of judging or going beyond the literal meaning of a passage (also known as interpretive comprehension).

Informal Reading Inventory (IRI) - series of graded reading selections arranged in order of difficulty.

Instructional Level - a score of 50-89% on the Criterion Test of Basic Skills.

Instructional Reading Level - grade level of material that a student can read successfully with classroom instruction and support.

Listening Comprehension Level - the highest level of reading material which a student can understand when it is read aloud to him/her (also known as hearing capacity level).

Literal Comprehension - reading the lines; what is clearly stated in a passage.

Mastery Level - a score of 90-100% on the Criterion Test of Basic Skills.

Phonics - an approach to the teaching of reading that stresses speech sounds and the letters that represent the sounds.

Prefix - word part or syllable added to the beginning of a base word (dis- in distrust).

R-Controlled Vowels - vowel sounds that are neither long nor short but are influenced or controlled by the letter r (a in car).

Schwa - the slurred sound of a vowel in an unaccented syllable.

Structural Analysis - identification of words by breaking the word into its pronunciation units or parts.

Suffix - word part or syllable added to the end of a base word (-ly in friendly).

Survival Reading - see functional reading

Syllable - smaller parts of a word containing at least one vowel.

Synonym - words which have the same or similar meanings.

Vowels - the letters A, E, I, O, U, and sometimes Y.

Vowel Digraph - two vowels that come together and represent only one vowel sound (ea in heat).

Word Attack - identification of words by 'sounding it out.'

Adapted from CARE, Blue Mountain Community College.

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